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ABSTRACT

Developed as part of a government-sponsored project to encourage and facilitate the voluntary implementation of affirmative action for women at Vanier College in Montreal, Canada, this report analyzes the current status of female employees at the institution. Chapter I discusses the college's commitment to affirmative action, the problem of systematic discrimination, and the legal bases and objectives of affirmative action programs. In addition, this chapter offers a brief history of the college and a description of its administrative and instructional structures. Chapter II presents a statistical portrait of Vanier's employees, including employment figures for top administrators (cadres), lower-level management positions (gerants), non-teaching professionals, faculty, and support staff. The chapter concludes by identifying the employment categories and disciplines in which women were concentrated. After chapter III identifies the jobs in which women were underrepresented at Vanier, based on the availability of qualified women in the labor force, chapter IV describes the college's policies and practices with respect to recruitment and selection, employment and salary classifications, employee training and professional development, evaluation, promotion, working conditions and employee benefits, and personnel planning. Chapter V presents study findings concerning the perceptions and recommendations of Vanier's faculty and staff with regard to these policies and practices. Finally, chapter V presents a series of recommendations for Vanier's affirmative action program. (AAZC)

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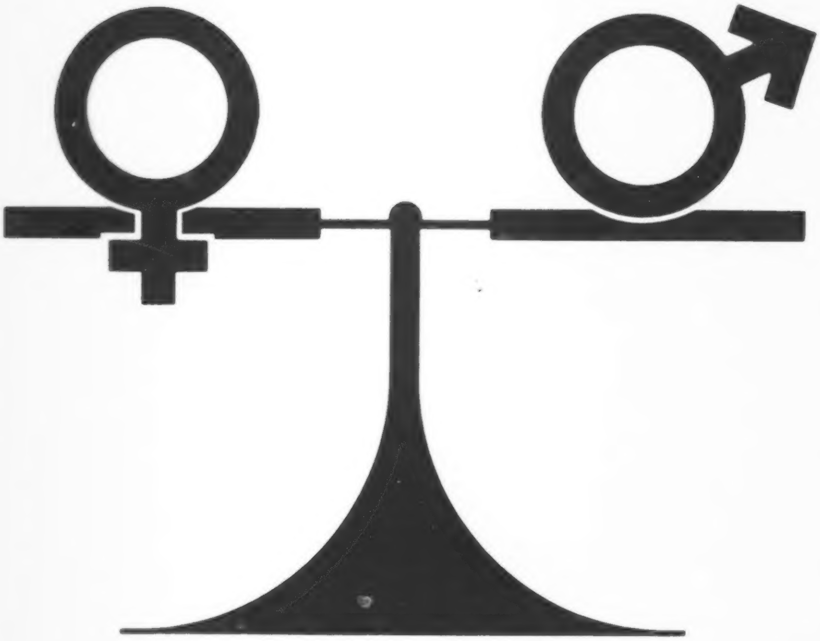
Affirmative Action for Women

DIAGNOSTIC REPORT



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Prepared by
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> Discrimination...means practices or attitudes that have, whether by design or impact, the effect of limiting an individual's or a group's right to the opportunities generally available because of attributed rather than actual characteristics. What is impeding the full development of the potential is not the individual's capacity but an external barrier that artificially inhibits growth.
>
> It is not a question of whether this discrimination is motivated by intentional desire to obstruct someone's potential, or whether it is the accidental by-product of innocently motivated practices or systems. If the barrier is affecting certain groups in a disproportionately negative way, it is a signal that the practices that lead to this adverse impact may be discriminatory.
>
> - Judge Rosalie Abella, Report of the Commission on Equality in Employment

A NOTE FROM THE COORDINATOR

In August 1987 I was appointed Vanier's Affirmative Action Coordinator. The first part of my mandate (which was to take five months) was to gather and analyze statistics, College policies and employee perceptions to "diagnose" the situation of female employees at the College. One year later (and several months late!) I am pleased to present the results of my work in this Diagnostic Report.

I would like to underline the obvious fact that this report would have been impossible to produce without the help and support of many of my Vanier colleagues and friends. The enthusiasm shown by employees of all job categories and the direct help given to me by the supervisors and staff of many College services made this enormous task possible.

I would like to thank the following individuals in particular: Pat Armstrong and Marilyn Bicher who believed in the Project and worked with me to write the grant proposal; Alex Potter who gave the initial go-ahead and whose vision of the Project's importance reaches beyond "human resource management" to profound pedagogical implications; Louis Devoe who gave me hours of his time to provide invaluable information, advice and moral support; the staff of Personnel Services who were patient with my every query and helpful in pointing me through binder after binder; Michael Prefontaine for offering his data processing expertise to help produce the statistical portrait; Christine Robertson for her support and encouragement; Paul Fournier for the Report's cover and Affirmative Action Program logo; Hans Speich and the Printshop staff for printing the report; Frances Feehan for her computer expertise and printer.

Thank you as well to all of you who gave me hours of your time to provide information and perceptions on Vanier's employment system. A special thanks to the support of Women's Studies and those people who have participated in the Affirmative Action Advisory Committee (Louis Devoe, Maurry Epstein, Nita Cheong, Doris Klein, Martin Byers, Cheryl Holmes, Judith Crawley, Alanna Horner, Sylvia d'Appollonia, Suzannah Radany).

Unfortunately patterns of discrimination persist in our society and inevitably have their effects--in both direct and indirect ways--on our College. We at Vanier have committed ourselves to work towards a goal of justice and equality--where considerations of sex will not influence educational opportunity or employment and advancement decisions.

An Affirmative Action Program presents an opportunity for all the groups in the College to revise our rules and rethink existing practices in order to work for equality for all. It is in this spirit that I present this diagnostic report--to begin our work together.

Susan Gottheil

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CHAPTER I

INTRODUCTION

1.1. AFFIRMATIVE ACTION FOR WOMEN: WHAT IS IT?

1.1.1. VANIER'S COMMITMENT

On November 2nd 1987 Vanier College's Affirmative Action Project was officially launched when the Director General, Maurice Scarpaleggia, signed a "protocol d'entente" with Rodrique Dube from the Ministry of Science and Higher Education. Vanier had been honoured with the distinction of being one of five Cegeps to receive ministerial grants for "projets d'acces a l'egalite" in 1987-88.

The objective of the grant is to encourage and facilitate the voluntary implementation of Affirmative Action for women at Vanier College. This is part of a broader governmental policy of lending support to Affirmative Action programs in educational, health and municipal institutions as well as in the private sector.

In signing the agreement the College affirmed its commitment to the principle of equal opportunity in employment and in education. The Project has given us the opportunity to collectively "take stock" of the situation of women employees at Vanier and to discern what discrimination might exist, even unintentionally, in our institutional culture. We can then revise rules and rethink existing practices in order to work for equality for all. In short, we are considering long-lasting and profound changes in human resource management.

The College is demonstrating leadership in providing a role-model to both its students and the community it serves by affirming itself as an institution that promotes the goal of equality between the sexes.

1.1.2. THE PROBLEM OF SYSTEMIC DISCRIMINATION

At first glance it would seem that the economic, social and political position of women has improved since the days of our mothers and grandmothers. Since 1960, women have made up more than 50% of the active labour force and innumerable pieces of legislation have been passed that have recognized our rights. Gone are the days when women quit school at an earlier age than men. (We're over 50% of the students in colleges and universities).

Yet despite this attack on overt discrimination, inequalities between the sexes still remain. The reality is that access to jobs still remains difficult for women. With the same training, women's career path is much slower and more circumscribed. We're still concentrated in jobs and sectors that are undervalued, poorly paid and offer little prospect for advancement. Women are rarely solicited for transfers and promotions. In Canada today women still bring home, on average, 65% of the earnings of their male counterparts. The discrimination women confronted in the past hasn't disappeared; it's just more subtle than before.

The invisible mechanisms that exist that perpetuate sex differences (our system of cultural values, rules and practices) are referred to as systemic discrimination. This is a form of discrimination that is not explicit, voluntary, conscious or intentional. It exists because discrimination towards women is incorporated into our history, the way we organize our work and society itself.

Systemic discrimination is often found in employment procedures, where unequal treatments are considered "normal" because they are invisible. The Quebec Human Rights Commission defines systemic discrimination as:

> discrimination which results from rules or practices which are seemingly objective but which result in wrongfully excluding or putting at a disadvantage the members of a certain group because of a characteristic which is more widespread amongst this group.

For example, women (and certain ethnic groups) may be prevented from obtaining certain jobs that require the utilization of tools or of machines designed with men of a certain height in mind.

In order to uncover systemic discrimination in the labour force we must confront job stereotyping and prejudice, inadequate working conditions, and the exclusion of women, through direct or indirect tactics, from certain kinds of work.

1.1.3. THE LEGAL BASIS OF AFFIRMATIVE ACTION

In 1975 the Quebec Human Rights Commission was established. Its Charter expressly forbids all forms of sexual discrimination (Article 10) and salary discrimination (Article 19). Complaints brought to the Commission are heard before a Tribunal. These cases have convinced legislators that discrimination is rarely an isolated act, but is symptomatic of a much larger problem. Individual recourse before the courts and voluntary measures have been found to be insufficient to counter the scope and persistance of systemic discrimination in the workplace.

The Quebec Charter of Rights and Liberties was modified in 1982 to render Affirmative Action programs legal. Implicit in this amendment (Article 86.1) is a recognition of systemic discrimination--that is, discrimination operating invisibly in the employment system. An Affirmative Action Program provides the means to make invisible discrimination visible. It is deemed non-discriminatory if it is established in conformity with the Charter.

Affirmative Action programs may be voluntary or may, as the result of a complaint and investigation by the Human Rights Commission, be imposed by the courts.

1.1.4. OBJECTIVES OF AN AFFIRMATIVE ACTION PROGRAM

The general objective of an Affirmative Action Program is to review the employment policies and practices of an institution, and correct them if necessary, in order to eliminate discrimination and uphold the legal principle of equality between women and men. This necessitates studying problems of under-representation, under-utilization and concentration of the sexes in certain employment categories or areas of service.

An Affirmative Action Program is more than just an equal opportunity program giving women equal access to jobs. The ultimate objective of an Affirmative Action Program is to increase the number of women in jobs and disciplines where they are under-represented and to establish an employment system exempt from discrimination.

Thus an Affirmative Action Program is an instrument to assure that the expertise and experience of women is recognized and utilized. It serves to identify and eliminate obstacles to equality and corrects still-present effects of past discrimination.

1.1.5. WHAT THE GOVERNMENT SUBSIDY ENTAILS

The Entente with the government has committed the College to producing a Diagnostic Report of the situation of female employees at the College. This report includes a **statistical portrait** of the College employees, an **availability analysis** that helps to determine if women are truly under-represented in certain jobs, a study of the College's **employment policies and practices**, and a survey of **employee perceptions** on the subject. In addition, possible **recommendations** for an Affirmative Action Program and Policy are presented for consideration.

After people have had time to read and digest this report, a period of feedback and consultation must take place. By December 1988 the College must publish a three-year **Affirmative Action Program** that includes measures that will be taken to correct the situation of women employed at the College and, if necessary, to favour their access to jobs. An **Affirmative Action Policy** for women employees must also be adopted at this time. The College will also be obliged to furnish an annual **evaluation** and **progress report** to the Minister of Education.

1.2. INSTITUTIONAL HISTORY AND ORGANIZATION

1.2.1. ESTABLISHMENT AND EXPANSION OF VANIER COLLEGE

Vanier College, named for the late Governor-General of Canada, Georges P. Vanier, opened its doors as Quebec's second anglophone Cegep in the Fall of 1970. It was housed in the buildings of College Basile-Moreau, which had been a private girls' boarding school run by the Soeurs de Sainte-Croix from 1933-1968. The sisters decided to close their school when the Quebec government reformed the provincial system of education, disbanding the colleges classiques system and replacing it with a public network of polyvalent high schools and Cegeps.

The new Cegep drew its clientele from Ville St. Laurent, Town of Mount Royal, Laval and Montreal's North End. From its beginnings the student body represented an ethnically diverse, largely immigrant population. In fact, one third of the students speak neither English nor French as their first language. This multicultural diversity has been a strength of the institution; the community has been enriched with the sharing of cultural values and varied life experiences.

Soon after Vanier's opening it quickly became apparent that the College facilities would have to expand. Projected student enrollment quickly surpassed the space available and the situation quickly came to a head when the college-equivalent programs were phased out of the universities. In April 1973 the College negotiated a lease for a site on Decarie Boulevard near Queen Mary and five months later the Snowdon campus opened. It would eventually house 2,000 students.

The Ste. Croix campus also expanded its student population and physical resources. From an initial student population of 1,500 in 1970 Vanier College quickly grew to over 6,000 students in the 1980's. In addition, over 3,200 students have enrolled in Continuing Education courses each semester.

The College inaugurated a fully equipped, state-of-the-art Sports Complex in 1978 to serve the needs of its students, faculty and staff.

Vanier College has also expanded its resources in order to reach out to the Montreal business community. The Vanier Seminar Centre was established in downtown Montreal in 1981. It offers customized computer courses to meet the needs of small and medium business. Originally attached to Conted, the Seminar Centre is now self-supporting.

Vanier's Computer-Aided Design and Manufacturing Institute, also located in the downtown core, is one of Canada's recognized CAD/CAM centres and "une ecole nationale du Quebec". Originally set up in 1983 with a grant from the federal government, the Institute offers specialized training to industry with consultants, tailor-made business seminars and college-credit courses. At the present time two Conted "charges" are used as part of the teaching staff. The Institute's facilities are also used by Vanier's Building Systems Engineering Technology and Architectural Technology students. The Institute is not yet financially self-sufficient and is administratively under the direction of Continuing Education.

The biggest reorganization in Vanier's history began in 1983-84 when the need for major renovations to the Snowdon leased building became increasingly evident. After some study and deliberation the Board of Directors voted in favour of constructing a new building on the College campus in St. Laurent and transferring the faculty, staff and students to this site. The move occurred in the Fall of 1986. Due to construction delays the "New Building" was not ready for the start of the new academic year. Extra classrooms were temporarily built in the Ste. Croix building and the Sports Complex as students, faculty and staff tried to make the best of an overcrowded institution. The new five-story building, situated in the rear of the College, was formally opened on Friday, February 13, 1987.

1.2.2. ADMINISTRATIVE AND PEDAGOGICAL STRUCTURES

The Snowdon move entailed not only a physical reorganization but a complete review of the administrative and academic organization of the College.

The "program" approach was the distinguishing feature that had set the Snowdon campus apart from other collegial institutions. The "program" concept aimed at re-grouping students, teachers and staff engaged in learning activities of a common course of study. This approach was made possible by a smaller college that provided more personal contact. As well, frequent pedagogical discussions occurred in a central staff lounge and a common block of time for meetings, lectures and cultural events was scheduled into everyone's week.

The Snowdon campus had its own administrative, program, coordination and committee structures that reflected its unique pedagogical approach. Snowdon programs established their own selection committees, completely separate and independent from the Ste. Croix departments. Different curricular approaches often were translated into different hiring criteria. Since people hired at one campus automatically attained hiring priority in the discipline at the other campus, some College-wide representation and input from the "other" campus usually took place. A person recently hired at one campus would often find themselves travelling between campuses, members of two separate departments of the same discipline.

Many people acknowledge that the biggest change in Vanier's history thus far has been the move of the entire faculty, staff and student body from Snowdon to the Ste. Croix campus. This has put extra stress on existing services, such as the Printshop and Library. Since the move many areas have received a cutback in staff and operating budget.

The academic restructuring that took place with the closing of Snowdon resulted in four faculties which were defined partly by curriculum, partly by pedagogical approach, and partly by size. After two years these structures have been found to be confusing to the internal and external communities. The College will once again experience an academic reorganization in September 1989. Departments of the same discipline must now begin to sit down to discuss common curriculum and hiring policies. In the meantime several departments, such as Commerce, have already merged. Thus the College community is still, in a sense, in a state of flux.

Morale in the College is very low. This may be partly attributed to the changes that have taken place over the past few years. Employees complain of lack of space within the College to socialize and intermingle. In the Spring of 1988 the College community was informed that there would be a cut in student enrollment for the 1988-89 academic year, resulting in an increase in layoffs and surplus teachers. The decrease in student numbers will not be nearly as drastic as first anticipated. Nevertheless, the result has been an increased anxiety about job security.

There is also dissatisfaction with the style of management of the College and a perceived lack of consultation and communication by the top administration with the College employees (see Section 5.2. on employee perceptions). Decision- making appears to be highly centralized, secretive and arbitrary. The Policy Committee keeps no minutes, and there is often no written record of policy decisions available to the College community. The administrators who control the College budget seem remote from the day-to-day educational life in the College. As a result, problems are sometimes left to fester, leading to frustration and inefficiency. There also is no clear-cut mechanism for passing motions from lower administrative committees to higher ones.

1.2.3. VANIER'S COMMITMENT TO WOMEN'S ISSUES

Vanier's commitment to the Affirmative Action Project is part of a long-standing concern and support for women's issues.

The College has already instituted several supportive measures for women. In 1972 the Vanier Day Care Centre was established at the College to serve the needs of Vanier employees and students. There are currently places for twenty children.

The Board of Directors unanimously adopted a Sexual

Harassment Policy for the College in June 1984. Four conciliators work together to resolve problems that arise and educate the College community on the issue of sexual harassment.

In 1973 the College granted release time to a teacher to develop a Women's Studies course and investigate the possibility of establishing an academic program. Since then the Vanier College Women's Studies Program has grown and developed. Twenty Women's Studies courses are offered each semester at Vanier, including two innovative College-wide interdisciplinary team-taught courses. Each year 60 students graduate with a Women's Studies Diploma, attesting to a Major in the field of study. Every March the Women's Studies Program also organizes a week of events around International Women's Day, with guest speakers, films and cultural events.

Three Vanier Women's Studies teachers were honoured to receive a prestigious PAREA research grant for a project on feminist pedagogy in 1988-89. A sub-group of Women's Studies--Vanier Women in Science--has as its aim to sensitize women students and all faculty to the problems female students encounter in the classroom and the advantages of women choosing non-traditional fields of study. These two new projects can be considered the beginnings of a concern for Affirmative Action for female students.

Vanier's Continuing Education division offers several non-credit programs that specifically address the needs of the female student entering or re-entering the work-force. The **Power Program** is a five-week intensive transition-to-work program stressing self-awareness, the world of work, and job-search techniques. The **Scills Program** ("secretarial, clerical, introductory learning") is designed for women between the ages of 18 and 30 who need entry level skills for the secretarial and clerical job market. In addition, Conted provides workshops on stress management and on job search and learning skills.

Another innovative program which was initiated in Conted in January 1987 is **Prior Learning Assessment**. This is a system of evaluating and granting Cegep credits to adults who can document and demonstrate that they have acquired the knowledge of a course in the Early Childhood Education Attestation or Gerontology Certificate program. Credit is awarded to students who have acquired college-level learning in a variety of ways: through work experience, community service, volunteer work, non-credit course work and self-directed study.

CHAPTER II

STATISTICAL PORTRAIT OF COLLEGE EMPLOYEES

2.1. INTRODUCTION

2.1.1. OBJECTIVES OF A STATISTICAL ANALYSIS

The first step in a diagnostic analysis is to obtain a statistical portrait allowing us to compare the situation of women to that of men employed at the College. This serves to identify areas of female concentration and under-representation in various job categories and classifications. Such a portrait will help to verify if an Affirmative Action Program for women at Vanier is actually justified and will permit us to develop a Plan of Action that is adapted to the realities of our College. It will also serve as a base line to measure future progress.

2.1.2. METHODOLOGY

The statistical information on College employees was furnished by Michael Prefontaine using the statistical package SAS and data from Personnel records that are computerized on the "Personnel Information Management System" (PIMS). The Affirmative Action Project coordinator was responsible for compiling and tabulating the data.

It should be noted that the Personnel records are incomplete and the PIMS computerized system is organized in such a way as to make a true picture of the College community virtually impossible to obtain.

Since it was necessary to get a "picture" of the College employees at a single point in time, it was decided (in conjunction with the four other Cegeps who received ministerial grants in 1987-88) to pick October 1, 1987 as our date. This date is problematic, especially for analyzing the status of teachers. It has meant that several non-permanent teachers who did not receive full-year replacements in August 1987 are classified as part-time teachers, even if they eventually obtained a full workload over the academic year.

Teachers who teach in more than one discipline are normally counted twice by PIMS. Thus some alteration of the program was necessary in order to get an accurate portrait of the number of teachers who work in the College. However, if a teacher appeared on the hiring list of a discipline on August 31, 1987, he or she is considered to be teaching in that discipline--even if they did not have a workload in one of their disciplines during A-1987. As well, any employee who was on leave is also included in the October 1st community "snapshot". This obviously gives an inflated and distorted view of certain disciplines. It is thus important to remember that the statistics used refer to individual people and not "full-time equivalents" (FTE's).

Support staff and professional personnel who work on a casual or replacement basis are not included in the PIMS system at all, unless they already hold a regular Vanier position. The data provided by the system indicates a replacement employee's original classification and salary and not the position they were holding on October 1st.

Personnel does not keep records of certain data that would have been useful to analyze for the statistical portrait. For example, except for the faculty, updates on employees' additional education, training and experience is often not transmitted to Personnel. This is important information if one is to analyze internal promotion possibilities for College employees.

An attempt was made in the Fall of 1987 to gather this missing information by sending out a questionnaire to all cadre, gerant, professional and support staff employees. It was decided not to tabulate this information since many people failed to respond and there are inherent difficulties in trying to establish a systematic method of classifying the material.

Thus, with the exception of teachers, recognized work experience has not been tabulated.

Since casual, replacement and service contracts are not on the computer system, this data had to be analyzed manually. An analysis of support staff who were on casual and/or replacement contracts is presented in Section 2.7.3. of the report. These statistics are not included in the statistical analysis of support staff (Sections 2.7.1. and 2.7.2.) nor in the college-wide overview (Section 2.2). Service contracts are not included in the statistical analysis. They will be discussed in Section 4 of the report.

Some consultants are hired by the College (for example legal, labour relations and accounting firms). These people have not been included anywhere in the report as there was no documentation (ie. contracts) in Personnel for them.

It should be noted that Vanier sub-contracts out for some of the work that is done in the College, notably security, cleaning and cafeteria staff. No information on these people was available.

2.2. COLLEGE-WIDE OVERVIEW

At first glance the situation of female employees looks nearly equitable. On October 1, 1987 women held nearly half of the positions at Vanier (46.21%). There were 366 women and 426 men working at the College.[1]

However if one examines the sex distribution by employment group it becomes evident that certain employment categories have a strong sexual polarization. Women predominate in the professional and administrative support staff jobs while men hold nearly all the cadre and maintenance worker positions.

SEX DISTRIBUTION BY EMPLOYMENT GROUP

	MALE		**FEMALE**	
CATEGORY	#	% of Cat.	#	% of Cat.
Cadre	16	94.12	1	5.88
Gerant	15	57.69	11	42.31
Professional	8	34.78	15	65.22
Faculty	307	57.49	227	42.51
Technical Support	35	49.30	36	50.70
Administrative Sup.	17	18.48	75	81.52
Maintenance Support	28	96.55	1	3.45

As the table below shows, even in those job categories that seem to have a balanced or "mixed" sex distribution, men and women occupy different types of jobs (job classifications).

It should be noted that there are employment ghettos at Vanier where employees of one sex constitute a virtual majority. The service department is a male ghetto. The registrar's office, library, and the clerical and secretarial areas are female ghettos.

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[1] As mentioned in Section 2.1.2., these statistics exclude those employees on casual, replacement and service contracts.
A high proportion of people who teach in Conted are also daytime teachers. Due to time constraints and difficulties manipulating and separating out the data presented by the PIMS system, the college-wide overview excludes this group of employees as well. A discussion and analysis of this sector is presented in Section 2.6.3.

NUMBER OF JOB CLASSIFICATIONS WITH NO WOMEN OR MEN

JOB CATEGORY	NO. OF CLASS.	NO. F=0	NO. M=0
Cadre	5	4	-
Gerant	7	5	-
Professional	8	2	2
Faculty[2]	36	4	1
Support-Tech.	14	4	3
Support-Admin.	9	2	2
Support-Mainten.	10	9	-

An examination of the annual earnings of College employees also underlines the fact that men and women do not occupy the same jobs.[3] Nearly one quarter of the women earn less than $25,000 per year (23.4% of the women compared to 12.47% of the men). Over half of the males employed by the College earn over $40,000 per year (52.13% of the men compared to 36.22% of the women).

ANNUAL SALARY[4]

SALARY RANGE	MALE		FEMALE	
	#	%	#	%
$15-19,999	11	2.74	27	7.52
$20-24,999	39	9.73	57	15.88
$25-29,999	46	11.47	44	12.26
$30-34,999	31	7.73	31	8.64
$35-39,999	65	16.21	70	19.50
$40-44,999	113	28.18	91	25.35
$45-49,999	83	20.70	38	10.59
$50-54,999	6	1.50	1	0.28
$55,000 +	7	1.75	-	-

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[2] This statistic refers to the number of teaching disciplines (and not departments) in the College.

[3] Annual salaries are determined provincially and are stipulated in the collective agreements. The salary scales are determined by a person's job category and classification, years of experience and scholarity.

[4] Statistics are based on salary scales of October 1, 1987. They exclude hourly paid music and Conted teachers as well as people on casual, replacement and service contracts. Supplementary earnings (overtime, shift premiums, merit pay, etc.) are not included.

If one looks at the workload of regular College employees (excluding hourly paid music and Conted teachers and those people on casual, replacement and service contracts), it becomes apparent that most people work full-time--84.96% of the women and 90.77% of the men.

WORKLOAD OF REGULAR EMPLOYEES

	MALES		FEMALES	
	#	%	#	%
Full-time	364	90.77	305	84.96
Part-time	37	9.23	54	15.04

Women are, however, more likely than men to be working in part-time positions. If we include hourly paid music teachers, those people teaching in Conted not otherwise employed by the College, and casual workers employed by Vanier in 1987 (all paid hourly), the sex differential in workload becomes more marked.[5]

WORKLOAD OF ALL EMPLOYEES

	MALES		FEMALES	
	#	%	#	%
Full-time	364	58.52	305	46.07
Part-time	37	5.95	54	8.16
Hourly	221	35.53	303	45.77

Female employees occupy 59.34% of all part-time positions and 57.82% of all hourly paid positions. Clearly a greater proportion of women work part-time than their representation in the general Vanier College employee population. They are less likely than men to hold full-time jobs.

A true picture of the actual earnings of College employees is obtained by multiplying the annual salary by workload.[6]

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[5] Note that some individuals may be counted twice in these statistics--for example, a part-time support employee who has also worked casual hours.

These statistics exclude people on service and replacement contracts (unless they are otherwise employed by the College).

[6] Workload is expressed by a fraction of a full workload (1 for a full-time person; 0.5 for a person employed half-time, etc.).

SALARY RANGE	ACTUAL SALARY RANGE[7] MALE #	%	FEMALE #	%
$0-4,999	7	1.75	5	1.39
$5-9,999	10	2.49	12	3.34
$10-14,999	7	1.75	21	5.85
$15-19,999	13	3.24	29	8.08
$20-24,999	45	11.22	53	14.76
$25-29,999	40	9.98	32	8.91
$30-34,999	23	5.74	20	5.57
$35-39,999	58	14.46	63	17.55
$40-44.999	107	26.68	86	23.96
$45-49,999	78	19.45	37	10.31
$50-54,999	6	1.50	1	0.28
$55,000 +	7	1.75	-	-

Taking workload into account does not change the picture substantially. One-third of the women (33.42%) have an actual annual salary of less than $25,000. This is the case for one-fifth (20.45%) of the men. Nearly half of the men (49.38%) have an actual annual salary of over $40,000, which is the case for just over one-third of the women (34.55%). Women represent 59.41% of all employees with an actual salary of less than $25,000 and 38.51% of those who earn over $40,000.

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[7] Statistics are based on October 1987 salary scales. Supplementary income (earned by Conted teaching, overtime, replacement contracts, etc.) is not included in this calculation. Also excluded are all hourly paid employees (Conted and music teachers, employees on casual, service and replacement contracts).

People on leave are included in these statistics. Since some of these people were receiving close to full salaries (medical leaves) and others were on leave without pay, the picture this table presents is not completely accurate.

PROPORTION OF WOMEN IN EACH SALARY RANGE			
SALARY RANGE	# MALES	# FEMALES	% F IN SAL.RANGE
$0-4,999	7	5	41.67
$5-9,999	10	12	54.55
$10-14,999	7	21	75.00
$15-19,999	13	29	69.05
$20-24,999	45	53	54.08
$25-29,999	8	32	80.00
$30-34,999	23	20	46.51
$35-39,999	58	63	52.07
$40-44,999	107	86	44.56
$45-49,999	78	37	32.17
$50-54,999	6	1	14.29
$55,000 +	7	-	0.00

Female employees are younger than their male co-workers--43.32% of all women are under 40 years of age compared to 29.59% of men.

AGE RANGE[a]

AGE RANGE	MALE		FEMALE	
	#	%	#	%
20-24 years	2	0.47	9	2.45
25-29	20	4.70	37	10.08
30-34	35	8.22	45	12.26
35-39	69	16.20	68	18.53
40-44	127	29.81	77	20.98
45-49	65	15.29	61	16.62
50-54	36	8.45	29	7.90
55-59	43	10.09	27	7.36
60-64	22	5.16	9	2.45
65 +	7	1.64	5	1.36

2.3. CADRES

Top administrative posts at the College are dominated by men. Out of a total of 17 cadre positions, only one is held by a female--and she is the head librarian. This is a coordinator's rather than a director's position, which helps to explain why her annual salary is $3,284 less than the average male cadre annual income (see Section 4.3.2. on employment and salary classification).

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[a] Excludes Conted and music teachers and those people on casual, replacement and service contracts.

SALARY RANGES OF VANIER CADRE

SALARY	MALE #	MALE %	FEMALE #	FEMALE %
$45-49,999	3	18.8	-	-
$50-54,999	6	37.5	1	100.0
$55-59,999	3	18.8	-	-
$60-64,999	3	18.8	-	-
$65,000 +	1	6.3	-	-

The female cadre has been at the College for 10 years, which is--on average--longer than her male counterparts (9.5 years).

YEARS OF EMPLOYMENT AT THE COLLEGE

NO. OF YEARS	MALE #	MALE %	FEMALE #	FEMALE %
Under 2	1	12.5	-	-
2-4	-	-	-	-
5-9	3	18.9	-	-
10-14	9	56.3	1	100.00
15-19	2	12.6	-	-

Age is an important factor if one is to consider planning for changes in an institution's labour force when the normal rate of turnover is very low. One must count on voluntary departures or retirements for the ranks of the top administration to change. It appears that the wait could be a long one, as the cadre are, on the whole, quite young. Only three (18%) are over 50 years of age.

AGE OF VANIER CADRES

AGE	MALE #	MALE %	FEMALE #	FEMALE %
35-39	2	12.6	-	-
40-44	5	31.3	1	100.0
45-49	6	37.6	-	-
50-54	1	6.3	-	-
55-59	1	6.3	-	-
60-65	1	6.3	-	-

2.4. GERANTS

At first glance, women appear to do better in the gerant positions--they hold 11 out of 26 gerant posts (42.31%). However, in lower-level management positions women are concentrated in only two job classifications and their average salary is lower than their male colleagues.

JOB CLASSIFICATIONS OF VANIER GERANTS

CLASSIFICATION	MALE		FEMALE	
	#	%	#	%
Regisseur general	1	100.0	-	-
Contremaitre d'entretien general	1	100.0	-	-
Contremaitre d'entretien specialisee	1	100.0	-	-
Regisseur des services d'approvisionnement	1	100.0	-	-
Agent d'administration	6	54.5	5	45.5
Chef de secretariat	2	100.0	-	-
Adjoint administratif	3	33.3	6	66.7

Male gerants occupy varied positions, whereas the women are found in the clerical classifications of "agent d'administration" and "adjoint administratif". In the latter category women are in fact the majority, yet earn an average of $5,672.94 a year less than the three male gerants in this job classification. In the "agent d'administration" classification, the salary gap is even larger. Males earn an average of $33,765.67 annually while the five females earn an average of $27,612. This amounts to a salary difference of $6,153.67.

GERANTS ANNUAL SALARY

SALARY	MALE		FEMALE	
	#	%	#	%
$20-24,999	1	6.7	-	-
$25-29,999	1	6.7	2	18.2
$30-34,999	8	53.3	3	27.3
$35-39,999	1	6.7	3	27.3
$40-45,000	4	26.7	3	27.3

It should also be noted that 2 of the 11 female gerants (22%) are part-time employees, one working two days a week and the other three. Thus their real annual earnings are actually less than that listed in the table above.

REAL ANNUAL SALARIES OF GERANTS

SALARY	MALE		FEMALE	
	#	%	#	%
$10-14,999	-	-	1	9.1
$15-19,999	-	-	1	9.1
$20-24,999	1	6.7	-	-
$25-29,999	1	6.7	1	9.1
$30-34,999	8	53.3	3	27.3
$35-39,999	1	6.7	2	18.2
$40-45,000	4	26.7	3	27.3

One-third of the male gerants are over 55 years of age.

AGE OF GERANTS

AGE	MALE		FEMALE	
	#	%	#	%
25-29	-	-	1	9.1
30-34	3	20.0	3	27.3
35-39	2	13.3	2	18.2
40-44	5	33.3	1	9.1
45-49	-	-	3	27.3
50-54	-	-	1	9.1
55-59	4	26.7	-	-
60 +	1	6.7	-	-

Although female gerants are, on average, younger than their male counterparts by 5 1/2 years, they have an equal amount of experience at Vanier (just over 9 years of seniority). Over half (8) of the males have 7 years or less seniority as gerants, whereas all but two of the females have worked as gerants for eight years or more.

YEARS OF EMPLOYMENT AT THE COLLEGE

NO. OF YEARS	MALE		FEMALE	
	#	%	#	%
Under 2	1	6.7	-	-
2-4	4	26.7	-	-
5-9	4	26.7	9	81.9
10-14	1	6.7	1	9.1
15-19	5	33.3	1	9.1

2.5. PROFESSIONALS

The professionals do not constitute a large group of employees; Vanier College has 23 in all.[9] Women hold 15 (65.22%) of these positions. There are only two professional job classifications at Vanier with no female representation--"Computer Analyst" and "Student Affairs Counsellor". Women hold all positions of "Academic Advisor" and "Education Advisor".

-- CLASSIFICATION OF PROFESSIONALS

CLASSIFICATION	MALE		FEMALE	
	#	%	#	%
Academic advisor	-	-	4	100.0
Analyst	2	100.0	-	-
Student activities animator	1	50.0	1	50.0
Administration officer	1	33.3	2	66.7
Specialist in teaching methods	1	25.0	3	75.0
Guidance counsellor	2	33.3	4	66.7
Education advisor	-	-	1	100.0
Student affairs counsellor	1	100.0	-	-

The average annual income for female professionals is $41,993.80. Male professionals have an average annual income of $41,887.13. Thus there is not a large difference in salaries. (And what difference that does exist appears to benefit women!)

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[9] This figure does not include replacement and temporary positions. On October 1st there were two people (both female) working in replacement professional positions--one as a guidance counsellor and the other as a specialist in teaching methods in the Library.

There were also four people (all female) working on "temporary supernumerary" contracts (the equivalent of support staff casual contracts) in jobs classified as academic advisor, librarian, guidance counsellor and education advisor. Three of these jobs were in Conted.

SALARY RANGES OF PROFESSIONALS

ANNUAL INCOME	MALE #	MALE %	FEMALE #	FEMALE %
$30-34,999	1	12.5	-	-
$35-39,999	-	-	4	26.7
$40-44,999	7	87.5	8	53.3
$45,000 +	-	-	3	20.0

All of the Vanier non-teaching professionals hold full-time positions. Although one of the women was on surplus (MED) status in October 1987 (and had been for a number of years), her MED was revoked as of July 1, 1988.

Women professionals have on average more seniority than their male colleagues (11.53 years compared to 10.25 years). Only two professionals (one male and one female) have been at the College for less than 8 years.

NUMBER OF YEARS AT THE COLLEGE

NO. OF YEARS	MALE #	MALE %	FEMALE #	FEMALE %
Under 2	1	12.5	1	6.7
2-4	-	-	-	-
5-9	2	25.0	1	6.7
10-14	3	37.5	11	73.3
15-19	2	25.0	2	13.3

Most of the professionals fall into the 35-50 age group, with the female professionals being, on average, slightly older than the males (43.93 years compared to 42.13 years).

AGE OF VANIER PROFESSIONALS

AGE RANGE	MALE #	MALE %	FEMALE #	FEMALE %
20-29	1	12.5	-	-
30-39	3	37.5	5	33.3
40-49	3	37.5	7	46.7
50-59	-	-	2	13.3
60 +	1	12.5	1	6.7

2.6 FACULTY[10]

2.6.1. OVERVIEW OF DAYTIME TEACHERS

In October 1987 Vanier College employed 534 daytime teachers, 227 (42.5%) of whom were female. Although this is a fairly large number of women faculty (compared to the average number in other Quebec Cegeps), these female teachers are concentrated in certain teaching disciplines (see section 2.6.2. below).

Male faculty earn, on average, more than their female colleagues. If one were to assume that all faculty worked full-time for the 1987-88 academic year, then the average annual salary for male faculty is $41,378.82. For female faculty, the average annual income is $39,878.00. This constitutes a difference of $1,500.82.

ANNUAL INCOME OF VANIER TEACHERS[11]

SALARY RANGE	MALE		FEMALE	
	#	%	#	%
$20-24,999	1	0.33	1	0.44
$25-29,999	13	4.23	14	6.17
$30-34,999	22	7.17	27	11.89
$35-39,999	64	20.85	63	27.75
$40-44,999	102	33.22	80	35.24
$45-50,000	80	26.06	35	15.42

There are several factors that combine to determine a faculty member's salary: scholarity, work experience and workload. Examining these statistics in closer detail helps to explain the income differential between female and male faculty. We shall see that, as a group, women occupying teaching positions have less scholarity and recognized experience than men. It is this that negatively affects their earnings.

A teacher's salary classification is a function of two factors: scholarity and experience. As the number of years of schooling increases, so does a teacher's salary.[12] Going from one category of scholarity to the next represents a 7.5% increase in salary.

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[10] The statistics in this section include only those teachers who were employed at Vanier on October 1, 1987. That is, teachers who were newly hired for H-88 are not included.

[11] Hourly paid music teachers are excluded from these figures. There are 32 in total--25 male (8.14%) and 7 female (3.08%).

SCHOLARITY OF VANIER TEACHERS

YEARS OF SCHOLARITY	MALE		FEMALE	
	#	%	#	%
13	-	-	1	0.44
14	5	1.63	2	0.88
15	4	1.30	4	1.76
16	36	11.73	24	10.57
17	61	19.87	59	25.99
18	49	15.96	55	24.23
19	128	41.69	75	33.04
20	22	7.17	7	3.08
21	1	0.33	-	-
23	1	0.33	-	-

All faculty who have less than 16 years scholarity are paid at Category 16; those with more than 19 years of scholarity are paid at Category 19. It is clear that the women faculty at Vanier have less scholarity than the men. Women are less likely to have reached 19 years scholarity (36.12% of all females). Almost half the men are in that classification (49.51% of all males). Conversely, more women are found in the lower classifications (39.7% of the women are in Categories 16 or 17, compared to 29.3% of the men).

For those people with a PhD there is a bonus of $3,314.00 per year. (This bonus increases with each negotiated salary increase). A total of 122 teachers have PhDs--82 males (26.71% of all male teachers) and 40 females (17.62% of all female teachers).

A teacher's scholarity is not the only determinant in her or his salary level. For each additional year of recognized work experience, a teacher's salary increases by 3%.

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[12] Scholarity is calculated on the number of years of schooling recognized by the Quebec government and not the degree attained. Thus one person with a three-year DEC and a three-year undergraduate degree is given the same scholarity as another person with a two-year DEC, a three-year undergraduate degree and a one-year Master's degree--even though the degree attained isn't the same in the two cases.

It should also be noted that scholarity is calculated by completed years. A person who is missing two credits to go from Category 17 to 18 will be classified at the same level as a person who has just entered Category 17.

Clause 1.2.07 of the Teachers' Collective Agreement defines relevant experience as "any professional or industrial work experience related to the discipline taught". Although female faculty may have worked in previous paid employment or participated in community and volunteer work, this is not counted towards "relevant experience" for salary classification. What gets counted as "experience" is often up to the discretion of the person who is doing the evaluation of the employee on behalf of the College when the teacher is first hired.

Once a teacher has reached 15 years of experience, she or he has reached the top of a salary echelon and does not receive salary increases for additional years of experience. The vast majority of Vanier teachers are in this position--215 men (77.4%) and 125 women (56.82%).

YEARS OF RECOGNIZED EXPERIENCE FOR TEACHERS[13]

NUMBER OF YEARS	MALE		FEMALE	
	#	%	#	%
Under 2	2	0.72	3	1.35
2-4	9	3.24	9	4.05
5-9	20	7.20	23	10.35
10-14	33	11.88	60	27.00
15-19	101	36.36	74	33.30
20 +	114	41.04	51	22.95

Males generally have more recognized work experience than females (17.47 years on average for the men compared with 15.70 years on average for the women).[14]

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[13] Hourly paid music teachers are not included in these statistics.

[14] It is interesting to note that the difference between male and female faculty in years of employment at Vanier College is less than the difference in recognized work experience. Male faculty have worked at Vanier an average of 10.67 years; women faculty have worked an average of 9.93 years. This amounts to .74 of a year difference.

The difference in both women's recognized experience and seniority can be partially explained by women taking maternity leaves. Prior to the 1976 Collective Agreement a woman who took time off to have her baby lost both seniority and experience. Female teachers who are non-permanent still lose experience when they take maternity leaves.

Thus, the top of the faculty salary scale is reached when a teacher has 15 or more years of recognized work experience and has a PhD. Only 11.89% of female faculty are at the top of the salary scale; 22.8% of male faculty are.

A number of teachers do not have full teaching workloads; they are working part-time.

WORKLOAD OF VANIER TEACHERS[15]

WORKLOAD	MALE			FEMALE		
	#	%	% of Total	#	%	% of Total
Full-time	248	80.78	46.44	185	81.50	34.64
Part-time	34	11.07	6.37	35	15.42	6.55
Hourly	25	8.14	4.68	7	3.08	1.37

Taking this into account, the salary differential between male and female faculty increases to $2,260.92. Male faculty earn an average of $38,518.55, female faculty earn an average of $36,257.63.

Seniority at the College accumulates in proportion to one's workload (that is, it is pro-rated). Due to time constraints I have been unable to determine whether this has been a contributing factor to women's lower seniority. It is possible that more women than men were initially hired at the College on a part-time basis.

[15] It should be remembered that these statistics reflect the status of teachers on October 1st, when it was not yet clear how many part-time teachers would, eventually, attain full workload for the H-88 semester.

ACTUAL TEACHERS INCOME[16]

ACTUAL INCOME	MALE		FEMALE	
	#	%	#	%
$0-4,999	7	2.28	4	1.77
$5-9,999	9	2.93	7	3.08
$10-14,999	5	1.63	10	4.41
$15-19,999	6	1.95	10	4.41
$20-24,999	6	1.95	2	0.88
$25-29,999	7	2.28	5	2.20
$30-34,999	14	4.56	16	7.05
$35-39,999	57	18.57	57	25.11
$40-44,999	96	31.27	75	33.04
$45-50,000	75	24.43	34	14.98
Hourly paid	25	8.14	7	3.08

Almost one quarter of the male faculty earn $45,000 a year or more, whereas 15% of the women faculty are in that position. At the other end of the salary scale, another 15% of the female faculty earns less than $20,000 a year, compared to just over 10% of the males who are in that position.[17]

Having a full-time workload does not always ensure that a teacher has job security. Some Vanier teachers have been employed full-time since 1980, yet do not have job permanence. Others have worked at the College for 10, 12, even 16 years but find themselves on MED (surplus) status.

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[16] The table below does not take into account that some of the teachers with part-time workload in A87 were re-hired for the H88 semester.

Any additional income earned elsewhere in the College--for example, teaching Conted--is likewise not included.

[17] These figures are calculated excluding hourly paid music teachers.

EMPLOYMENT STATUS OF VANIER TEACHERS

STATUS	MALE #	MALE %	FEMALE #	FEMALE %
Permanent	240	78.18	175	77.00
Non-Permanent	67	21.82	52	22.91
CAD/CAM Charge	2	0.65	-	-
Full-time	233	75.90	162	71.37
Hourly paid(music)	25	4.68	7	3.08
Part-time[18]	34	11.07	35	15.42
Replacement[19]	2	0.65	5	2.20
Surplus (MED)	11	3.58	18	7.93

If hourly paid music teachers are excluded (since these teachers fall into a special teaching category), one finds that more female faculty lack job security compared to their male counterparts--26.36% of the women are non-permanent or MED compared to 17.38% of men in these situations. In fact, women faculty constitute 62.07% of all MEDs--a much higher percentage than their total representation amongst the teaching staff (42.5%).

As mentioned above, female faculty are, on average, younger than their male colleagues--a difference amounting to 1.64 years (43.52 years compared to 45.16 years). Almost one-third of the women are under 40 years of age (30.83%) whereas slightly more than one-fifth of the men are (21.18%). At the other end of the age range one finds that 6.21% of the men are over 60 compared to 2.64% of women in that group.

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[18] Since these statistics are for October 1987, this category includes both those teachers who had a partial workload and those who had a full workload for the Fall 1987 semester but who were not assured of a workload for H-88.

[19] This category refers to those teachers who were assigned replacement positions for the year--that is, they were assured of full workloads for A-87 and H-88.

AGE OF VANIER TEACHERS

AGE RANGE	MALE #	MALE %	FEMALE #	FEMALE %
25-29	7	2.28	10	4.4
30-34	12	3.92	15	6.6
35-39	46	14.98	45	19.83
40-44	109	35.51	62	27.32
45-49	56	18.23	49	21.59
50-54	32	10.42	21	9.24
55-59	26	8.47	19	8.36
60-64	13	4.24	4	1.76
65 +	6	1.97	2	0.88

2.6.2. ANALYSIS BY TEACHING DISCIPLINE

Although women constitute only 38% of all Cegep teachers in Quebec, Vanier's female teachers constitute 42.5% of our faculty. However, as we will see from the list below, women are highly concentrated in a few disciplines.

Analyzing the situation of female teachers by teaching disciplines gives a more exact portrayal of the place of female teachers at Vanier. These statistics also allow us to determine potential under-representation.

Below are tables showing the distribution of Vanier teachers by teaching discipline.[20] The tables indicate the numbers of people within each discipline who are on part-time or replacement contracts (that is, who have no job security). Also shown are the number of MEDs within each discipline. The proportion of men to women can easily shift if those people with job insecurity lose teaching sections.

ALL-MALE DISCIPLINES

DISCIPLINE	MALE #	MALE %	FEMALE #	FEMALE %
Building Systems	8	100.00	-	-
Part-time/Repl.	3			
Philosophy	5	100.00	-	-
Russian	1	100.00	-	-
Hebrew	1	100.00	-	-

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[20] These statistics include only those daytime teachers who were employed at Vanier on October 1, 1987. That is, teachers who were newly hired for H-88 are not included.

ALL-FEMALE DISCIPLINES

DISCIPLINE	MALE		FEMALE	
	#	%	#	%
German	-	-	2	100.00

DISCIPLINES UNDER 40% FEMALE

DISCIPLINE	MALE		FEMALE	
	#	%	#	%
Physical Education	17	62.96	10	37.04
Part-time	1		2	
Mathematics	30	65.22	16	34.78
Part-time/Repl.	7		1	
Chemistry	15	68.18	7	31.82
Part-time	1		1	
MED	1		2	
Physics	19	86.36	3	13.64
MED	4		1	
Architectural Tech.	10	76.92	3	23.08
Part-time	6		1	
Electrotechnology	16	94.12	1	5.88
Part-time	1		1	
History	4	80.00	1	20.00
MED	1			
Humanities	34	66.67	17	33.33
Part-time	2		2	
MED	1		4	
Anthropology	2	66.67	1	33.33
Economics	5	62.50	3	37.50
Part-time			1	
Political Science	4	66.67	2	33.33
Part-time			2	
Bus.Admin./Commerce	24	85.71	4	14.29
Charge(Cad/Cam)	1			
Part-time	3		1	
Computer Science	12	75.00	4	25.00
Part-time	3			
Music	32	71.11	13	28.89
Hourly paid	25		7	
Replacement	1			

DISCIPLINES UNDER 40% MALE

DISCIPLINE	MALE		FEMALE	
	#	%	#	%
R.A.T.[21]	4	33.33	8	66.67
Part-time	1		2	
Nursing	1	2.94	33	97.06
Part-time/Repl.			6	
Geography	2	33.33	4	66.67
Part-time/Repl.	1		3	
Early Childhood Ed.	2	15.38	11	84.62
Part-time/Repl.	1		2	
S.C.C.[22]	4	26.67	11	73.33
Part-time			3	
Sociology	5	38.46	8	61.54
Part-time			3	
MED	1		1	
O.S.T.[23]	2	15.38	11	84.62
Part-time	1		2	
Spanish	1	20.00	4	80.00
Part-time			1	
MED			1	

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[21] Respiratory and Anaesthesia Technology

[22] Special Care Counselling

[23] Office Systems Technology

"MIXED" DISCIPLINES[24]

DISCIPLINE	MALE		FEMALE	
	#	%	#	%
Biology	9	56.25	7	43.75
MED			2	
Natural Science	5	55.56	4	44.44
Part-time			1	
Drafting	3	60.00	2	40.00
Charge (Cad/Cam)	1			
Part-time	1		1	
Psychology	7	43.75	9	56.25
Part-time	1		2	
MED			1	
Religion	2	50.00	2	50.00
Creative Arts	12	60.00	8	40.00
Part-time	2		2	
French	10	58.82	7	41.18
MED	1		2	
English	30	58.82	21	41.18
Part-time			1	
MED	3		4	
Italian	1	50.00	1	50.00

In most teaching disciplines there is not a large gap between the average scholarity of male and female teachers. What is most noticeable is the difference in average scholarity between pre-university and technology disciplines.

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[24] That is, disciplines where the sex distribution of males and females is between 40% and 60%.

AVERAGE RECOGNIZED SCHOLARITY BY DISCIPLINE

DISCIPLINE	MALE	FEMALE
Biology	19.00 years	18.86 years
Physical Education	17.18	17.00
RAT	16.00	15.50
Natural Science	18.00	19.00
Nursing	19.00*	17.79
Mathematics	18.73	18.75
Chemistry	19.33	18.43
Physics	19.11	18.00
Architectural Tech.	17.50	17.67
Building Systems	16.50	-
Drafting	17.67	18.00
Electrotechnology	16.88	18.00*
Geography	17.50	17.50
Early Childhood Ed.	16.50	16.82
History	20.00	19.00*
Philosophy	18.80	-
Humanities	18.41	18.18
Psychology	18.86	18.56
Special Care Couns.	18.75	18.18
Religion	19.00	19.50
Anthropology	18.00	19.00*
Economics	18.60	18.67
Political Science	18.00	17.00
Sociology	18.80	17.63
Bus.Admin./Commerce	17.67	18.00
Office Systems Tech.	16.50	16.55
Computer Science	18.58	17.25
Creative Arts	17.58	17.25
Music	16.72	17.23
French	18.60	19.00
English	18.43	18.38
Spanish	18.00*	18.00
Italian	17.00*	16.00*
German	-	19.00
Russian	19.00*	-
Hebrew	19.00*	-

* - Only one male/female teacher in the discipline.

Relevant work experience in the field is considered very important for teachers in many of the technology programmes. However if one examines the table below it becomes clear that the average recognized experience for females is much lower in many of the pre-university programmes as well. There are only 4 out of 24 (16.67%) teaching disciplines where women have more recognized work experience than their male counterparts (and three out of four of these are in the technology programmes).

AVERAGE RECOGNIZED EXPERIENCE BY DISCIPLINE

DISCIPLINE	AVE. EXPERIENCE	AVE. MALE	AVE. FEM.
Biology	14.32	15.15	12.91
R.A.T.	10.91	13.25	9.74
Natural Science	11.70	10.80	12.83
Nursing	17.87	23.00*	17.72
Mathematics	18.11	17.89	18.52
Chemistry	17.51	18.92	14.49
Physics	20.55	21.21	16.34
Arch. Tech.	17.57	19.21	12.09
Building Systems	15.73	15.73	-
Drafting	10.13	8.69	12.28
Electrotechnology	16.58	17.15	7.54*
Geography	9.99	11.50	9.23
E.C.E.	14.51	11.50	15.06
History	21.40	21.00	23.00*
Philosophy	19.40	19.40	-
Humanities	17.12	18.30	14.77
Psychology	16.25	18.89	14.21
S.C.C.	16.98	18.50	16.43
Religion	16.47	19.75	13.19
Anthropology	18.33	20.00	15.00*
Economics	16.42	19.10	11.96
Political Science	13.63	17.19	6.50
Sociology	15.20	19.10	12.76
Bus. Admin./Com.	17.01	18.24	9.62
O.S.T.	16.75	9.22	18.12
Computer Science	13.67	14.56	11.01
Creative Arts	14.14	14.19	14.05
Music[25]	19.79	19.55	20.08
French	21.61	23.73	18.60
English	18.10	18.22	17.92
Spanish	17.43	20.00*	16.79
Italian	15.94	18.00*	13.88*
German	18.50	-	18.50
Russian	17.00	17.00*	-
Hebrew	34.00	34.00*	-

* - Only one male/female in the teaching discipline.

The last two tables illustrate that age differentials and seniority alone cannot explain the difference in recognized experience.

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[25] Excluding hourly paid teachers.

AVERAGE AGE BY TEACHING DISCIPLINE

DISCIPLINE	AVR. AGE	AVR. MALE	AVR. FEM.
Biology	46.38 years	45.67 yrs.	47.29 yrs
Physical Education	38.93	40.47	36.30
RAT	34.00	39.50	31.25
Natural Science	39.56	38.00	41.50
Nursing	45.62	60.00*	45.18
Mathematics	45.17	44.77	45.94
Chemistry	44.18	46.07	40.14
Physics	46.00	46.21	44.67
Architectural Tech.	51.23	53.20	44.67
Building Systems	42.38	42.38	-
Drafting	38.80	34.33	45.50
Electrotechnology	48.35	48.56	45.00*
Geography	40.17	41.50	39.50
Early Childhood Ed.	44.92	38.00	46.18
History	50.00	48.50	56.00*
Philosophy	49.20	49.20	-
Humanities	44.16	44.38	43.71
Psychology	42.63	45.14	40.67
Special Care Couns.	42.33	42.75	42.18
Religion	49.75	51.50	48.00
Anthropology	45.67	47.00	43.00*
Economics	43.38	43.40	43.33
Political Science	38.50	42.00	31.50
Sociology	43.00	45.40	41.50
Bus. Admin./Commerce	47.00	47.83	42.00
Office Systems Tech.	44.08	39.50	44.91
Computer Science	42.31	43.00	40.25
Creative Arts	43.20	40.25	47.63
Music	44.78	45.47	43.08
French	47.47	49.10	45.14
English	45.73	45.33	46.29
Spanish	45.40	45.00*	45.50
Italian	45.50	42.00*	49.00*
German	48.00	-	48.00
Russian	41.00	41.00*	-
Hebrew	54.00	54.00*	-

* - Only one male/female in the teaching discipline.

AVERAGE SENIORITY BY TEACHING DISCIPLINE

DISCIPLINE	AVR. SENIORITY	AVR. MALE	AVR. FEM.
Biology	12.97 years	14.04 yrs.	11.59 yrs
Physical Ed.	9.31	9.80	8.47
RAT	6.56	7.88	5.91
Natural Science	8.80	8.55	9.11
Nursing	10.84	14.00*	10.74
Mathematics	11.80	11.85	12.44
Chemistry	13.04	13.99	11.01
Physics	13,92	14.33	11.33
Arch. Tech.	5.47	5.85	4.23
B.S.E.T.	6.88	6.88	-
Drafting	4.93	5.05	4.75
Electrotech.	8.72	9.23	0.54
Geography	5.63	8.13	4.39
ECE	7.05	5.26	7.38
History	15.97	16.46	14.00*
Philosophy	13.50	13.50	-
Humanities	12.44	13.08	11.16
Psychology	12.48	13.89	11.38
SCC	10.51	12.66	9.72
Religion	11.90	12.67	11.12
Anthropology	15.67	16.50	14.00*
Economics	12.89	14.97	9.42
Political Sc.	8.48	11.99	1.47
Sociology	10.14	12.93	8.39
Bus.Admin./Com.	7.61	8.16	4.31
OST	7.38	1.97	8.36
Computer Sc.	7.49	7.31	8.29
Creative Arts	9.68	9.91	9.34
Music	5.08	4.05	7.51
French	14.17	14.65	13.47
English	13.36	13.77	12.78
Spanish	11.21	15.63*	10.10
Italian	14.39	17.00*	11.78*
German	11.00	-	11.00
Russian	10.50	10.50*	-
Hebrew	14.25	14.25*	-

* - Only one male/female in the teaching discipline.

2.6.3. CONTINUING EDUCATION TEACHERS

Continuing Education offers both academic and non-credit courses. The following statistics include those employees who taught credit courses during the Fall 1987 semester. This includes those credit courses that are offered through the Cad/Cam and Seminar Centres.

During A-87 Vanier College employed a total of 199 people to teach in Conted--73 women (36.68%) and 126 men (63.32%). One should note that the proportion of female faculty in this sector is lower than in the daytime division. This becomes all the more striking when one realizes that 10 of the female faculty are teaching nursing refresher courses, leaving an even smaller representation of women in the other teaching disciplines.

As the table below illustrates, many of those people teaching in Conted are already employed by Vanier (that is, Conted teaching represents additional paid employment). More daytime male employees are teaching Conted than female employees--66 men (33.16%) compared to 14 women (7.03%). A large majority of the female faculty (80.82% compared to 47.62% of the males) have no other connection to the College.

STATUS OF CONTED TEACHERS

	MALE		FEMALE	
	#	%	#	%
Day teacher	65	51.59	13	17.81
Professional	-	-	1	1.37
Support staff	1	0.79	-	-
Conted only	60	47.62	59	80.82

However these statistics should be considered with some caution, since it is impossible to tell how many of these "outsiders" have no other source of employment and how many are using this teaching as a "moonlighting" job.

Because of the methodological problem mentioned above, data on Conted faculty income has not been calculated. Teachers are paid by hourly rates that are determined by the Collective Agreement. The number of hours in a course varies, depending on the number of credits.

There are three salary scales that are based on recognized scholarity.

HOURLY TEACHER RATES

YEARS OF SCHOLARITY	1987	1988
16 or less	$36.09	$37.69
17 and 18	$41.31	$43.12
19 +	$49.20	$51.34

Since a greater proportion of women are concentrated in the lower scholarity ranges, one can infer that male Conted faculty are likely to earn more than their female colleagues.

SCHOLARITY OF CONTED TEACHERS

SCHOLARITY	MALE		FEMALE	
	#	%	#	%
16 years	21	16.67	22	30.14
17-18 years	60	47.62	39	53.42
19+ years	45	35.71	12	16.44

The Conted faculty tend to have a lower level of scholarity than their daytime counterparts (see 2.6.1). They are also younger, on average, than the day teachers. (The average age of the male faculty is 41 years. The average age of the female faculty is 39.5 years). Over one third of the female Conted faculty (34.3%) are under 35, compared to 23.1% of the men.

AGE OF CONTED TEACHERS

AGE IN YEARS	MALE		FEMALE	
	#	%	#	%
20-24	2	1.6	1	1.4
25-29	9	7.2	5	6.9
30-34	18	14.3	19	26.0
35-39	29	23.1	12	16.4
40-44	28	22.3	15	20.4
45-49	21	16.7	12	16.4
50-54	11	8.8	7	9.6
55-59	4	3.2	2	2.7
60-65	4	3.2	-	-

2.7. SUPPORT STAFF

2.7.1. OVERVIEW OF SUPPORT STAFF[26]

On October 1, 1987 Vanier College employed 192 support personnel. If one looks at these figures globally, women are in the majority (112 employees or 58.33%) compared to their male co-workers (80 employees or 41.67%). However if one examines a breakdown of job classifications below, it is apparent that women are heavily concentrated in administrative jobs (81.52% of such positions) while maintenance workers are almost all men (96.55%).

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[26] The following statistics include those support personnel who were employed by Vanier College on October 1, 1987. Casual employees are excluded; those employees on replacement contracts are analyzed in their regular positions.

CLASSIFICATION	MALE		FEMALE	
	#	%	#	%
Technical/Para-technical				
Documentation technician	-	-	6	100.00
Computer tech.- Cl.princ.	-	-	1	100.00
Computer technician	1	33.33	2	66.67
Lab technician	11	55.00	9	45.00
Administrative tech.	2	16.67	10	83.33
A-V technician	4	100.00	-	-
Recreation technician	2	50.00	2	50.00
Graphic arts technician	1	100.00	-	-
Electronics technician	3	100.00	-	-
Lab attendant	6	66.67	3	33.33
Offset duplicator oper.	2	66.67	1	33.33
Phototypesetter operator	-	-	1	100.00
Swimming pool supervisor	1	100.00	-	-
Computer operator - Cl.I	2	66.67	1	33.33
Administrative				
Office clerk - Cl.princ.	2	40.00	3	60.00
Office clerk - Class I	6	18.75	26	81.25
Office clerk - Class II	3	15.00	17	85.00
Secretary - Class I	-	-	4	100.00
Secretary - Class II	1	4.35	22	95.65
Telephone receptionist	-	-	2	100.00
Storekeeper-Class princ.	1	100.00	-	-
Storekeeper - Class I	3	100.00	-	-
Storekeeper - Class II	1	50.00	1	50.00
Maintenance				
Pipe mechanic	1	100.00	-	-
Carpenter	1	100.00	-	-
Certified workman	5	100.00	-	-
Painter	2	100.00	-	-
Steamplant operator	7	100.00	-	-
Gardener	1	100.00	-	-
Security attendant	3	75.00	1	25.00
Trades helper	1	100.00	-	-
Light vehicule driver	1	100.00	-	-
Labourer	6	100.00	-	-

The average annual salary for male support staff is $24,163.06. For female support staff, the average salary is $22,664.16. This is a difference of $1,498.90.

ANNUAL SALARY OF SUPPORT STAFF[27]

SALARY RANGE	MALE #	MALE %	FEMALE #	FEMALE %
$15-19,999	11	13.8	27	24.1
$20-24,999	37	46.3	56	50.0
$25-29,999	32	40.0	28	25.0
$30-35,000	-	-	1	0.9

The salary differential may partly be explained by seniority. Males have worked at Vanier an average of 13 years; females have worked an average of 7.5 years.

YEARS OF EMPLOYMENT AT THE COLLEGE

NO. OF YEARS	MALE #	MALE %	FEMALE #	FEMALE %
Under 2	8	10.0	10	9.0
2-4	12	15.1	30	26.8
5-9	27	33.8	33	29.5
10-14	21	26.5	29	26.0
15-19	9	11.4	10	9.0
20 +	3	3.9	-	-

However workload may also help explain the difference. Female support staff are more likely than their male colleagues to experience job insecurity and part-time work.

WORKLOAD OF SUPPORT STAFF

	MALE #	MALE %	FEMALE #	FEMALE %
Full-time	77	96.3	95	84.8
Part-time	3	3.8	17	15.2

If one recalculates actual salary taking into account workload (that is, not all employees earn their full annual salary because they only work part-time), the difference between the average male and the average female salary increases to $2,605.19. The average actual salary for males is $23,939.40. The average actual salary for females is $21,334.21.

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[27] Statistics for salaries are based on pay scales established by the Collective Agreement for employees' classifications.

ACTUAL SALARIES OF SUPPORT STAFF[28]

SALARY RANGE	MALE #	MALE %	FEMALE #	FEMALE %
$0-4,999	-	-	1	0.9
$5-9,999	1	1.3	5	4.5
$10-14,999	2	2.5	10	8.9
$15-19,999	7	8.8	18	16.1
$20-24,999	38	47.5	51	45.5
$25-29,999	32	40.0	26	23.2
$30-35,000	-	-	1	0.9

For a more complete explanation of salary differences one must closely examine the pay scales for those classifications where female workers are concentrated and those where male workers are (see Section 2.8.2. below).

Male support staff are, on average, slightly over three and a half years older than their female counterparts (an average of 40.7 years compared to 36.99 years). However, what is most noticeable is the greater percentage of young women under 30 compared to young men. One should also note a higher percentage of males over 50 compared to females in that age group.

AGE OF SUPPORT STAFF

YEARS OF AGE	MALE #	MALE %	FEMALE #	FEMALE %
20-24	2	2.50	9	8.04
25-29	12	15.00	26	23.21
30-34	20	25.00	27	24.11
35-39	15	18.75	16	14.29
40-44	5	6.25	9	8.04
45-49	3	3.75	6	5.36
50-54	3	3.75	5	4.46
55-59	12	15.00	8	7.14
60-64	7	8.75	4	3.57
65-70	1	1.25	2	1.79

Separate statistics for student employees are unavailable. These would have been interesting to analyze in order to determine: a) whether there are differences in the numbers of male and female students hired, and b) if the distribution of male and female student employees in different job classifications follows the same pattern as that for support staff as a whole.

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[28] Earnings from overtime, shift premiums, replacement contracts and other supplementary sources are not included in these figures.

2.7.2. ANALYSIS BY TYPE OF EMPLOYMENT

2.7.2.1. Technical and Para-technical Support Staff

Women hold slightly over one half of the positions in this group of jobs (50.7%). This is quite admirable, although one should note that there is still a traditional sexual division in the types of jobs women occupy. Administrative technicians (who do clerical work) and documentation technicians (who work in the library) are found in this sub-group. There are no women who work as audio-visual or electronics technicians.

Although there is a higher proportion of women with part-time workloads, women appear to earn higher salaries than their male co-workers. This may, in part, be explained by the fact that the men are younger than the women and therefore have accumulated less work experience.

ANNUAL SALARY

SALARY RANGE	**MALE**		**FEMALE**	
	#	**%**	**#**	**%**
$15-19,999	7	20.00	3	8.33
$20-24,999	6	17.14	6	16.67
$25-29,999	22	62.86	26	72.22
$30-35,000	-	-	1	2.78

WORKLOAD

	MALE		**FEMALE**	
	#	**%**	**#**	**%**
Full-time	34	97.14	33	91.67
Part-time	1	2.86	3	8.33

ACTUAL SALARY

SALARY RANGE	**MALE**		**FEMALE**	
	#	**%**	**#**	**%**
$5-9,999	-	-	1	2.78
$10-14,999	1	2.86	1	2.78
$15-19,999	6	17.14	2	5.56
$20-24,999	5	14.29	8	22.22
$25-29,999	23	65.71	23	63.89
$30-35,000	-	-	1	2.78

AGE

AGE RANGE	MALE		FEMALE	
	#	%	#	%
25-29	7	20.00	6	16.67
30-34	15	42.86	11	30.56
35-39	6	17.14	9	25.00
40-44	5	14.29	3	8.33
45-49	-	-	3	8.33
50-54	-	-	1	2.78
55-59	2	5.71	-	-
60-64	-	-	2	5.56
65-70	-	-	1	2.78

2.7.2.2. Administrative Support Staff

The bulk of female support staff are found in this subgroup, where they comprise the majority of employees (75 females and 17 males). A male-dominated job, that of storekeeper,is included in this category of employment.

Although men hold less than one-fifth of the jobs, they earn more than their female co-workers. A greater proportion of women fall into the lower salary ranges. When workload is taken into account (this sub-group has a high proportion of part-time employees) the salary differential between men and women becomes even more pronounced; 76.47% of the men earn over $20,000 per year compared to 61.33% of the women.

ANNUAL SALARY

SALARY RANGE	MALE		FEMALE	
	#	%	#	%
$15-19,999	4	23.53	24	32.00
$20-24,999	12	70.59	48	64.00
$25-30,000	1	5.88	3	4.00

WORKLOAD

	MALE		FEMALE	
	#	%	#	%
Full-time	15	88.24	62	82.67
Part-time	2	11.76	13	17.33

ACTUAL SALARY

SALARY RANGE	MALE #	MALE %	FEMALE #	FEMALE %
$0-4,999	-	-	1	1.33
$5-9,999	1	5.88	4	5.33
$10-14,999	1	5.88	8	10.67
$15-19,999	2	11.77	16	21.33
$20-24,999	12	70.59	43	57.33
$25-29,999	1	5.88	3	4.00

It should be noted that these are jobs where the top of the salary scale is reached after 5-8 years (depending on the classification). A majority of the female clerical workers (73.33%) already find themselves in this position.

If one considers that female clerical workers can enter the work-force immediately after completing high school, women in this sub-category should clearly be younger than women in other job categories--and they are! Yet 61.32% are over 30 years of age and 39.99% are over 35. It should be noted that the men in this category are slightly older than their female co-workers (70.59% are over 30 and 47.06% are over 35).

AGE

AGE RANGE	MALE #	MALE %	FEMALE #	FEMALE %
20-24 years	1	5.88	9	12.00
25-29	3	17.65	20	26.67
30-34	4	23.53	16	21.33
35-39	5	29.41	7	9.33
40-44	-	-	6	8.00
45-49	-	-	3	4.00
50-54	1	5.88	4	5.33
55-59	2	11.77	7	9.33
60-64	-	-	2	2.67
65-70	1	5.88	1	1.33

2.7.2.3. Maintenance Support Staff

There is only one female employee in this category of jobs--and she is actually working part-time as a relief secretary, not as a security attendant as her job classification title implies.

Except for the one female in this category, none of the maintenance employees earn under $20,000 per year. All work full-time. The annual income of workers in this category is higher than that of the administrative support group--32.14% earn over $25,000 (compared to 4% of the women doing clerical work).

ANNUAL SALARY

SALARY RANGE	MALE #	MALE %	FEMALE #	FEMALE %
$20-24,999	19	67.86	1	100.00
$25-30,000	9	32.14	-	-

ACTUAL SALARY

SALARY RANGE	MALE #	MALE %	FEMALE #	FEMALE %
$10-14,999	-	-	1	100.00
$15-19,999	-	-	-	-
$20-24,999	19	67.86	-	-
$25-30,000	9	32.14	-	-

Of the three categories of support staff, these employees are the eldest--60.71% are over 50 and 53.57% are over 55.[29]

AGE

AGE RANGE	MALE #	MALE %	FEMALE #	FEMALE %
20-24 years	1	3.57	-	-
25-29	2	7.14	-	-
30-34	1	3.57	-	-
35-39	4	14.29	-	-
40-44	-	-	-	-
45-49	3	10.71	-	-
50-54	2	7.14	-	-
55-59	8	28.57	1	100.00
60-64	7	25.00	-	-

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[29] These statistics do not include the female employee in their calculation.

2.7.3. CASUAL AND REPLACEMENT POSITIONS

On October 1, 1987 there were a total of 60 casual support staff working at the College, two-thirds of whom were female. Of the 60 positions, 32 were in Conted and 16 in the Library.

CASUAL EMPLOYEES - OCTOBER 1, 1987

CLASSIFICATION	MALE		FEMALE	
	#	%	#	%
Lab attendant	3	15.00	3	7.50
Computer operator	1	5.00	-	-
A-V technician	-	-	1	2.50
Documentation technician	-	-	4	10.00
Lab technician	6	30.00	2	5.00
Office clerk - I	1	5.00	1	2.50
Office clerk - II	8	40.00	29	72.50
Office assistant[30]	1	5.00	-	-

However, the above statistics do not give an accurate picture of the importance of casual "help" in the College. Casual employees are heavily used during certain "peak periods" of the academic year--registration (there are five different ones throughout the year), the start of the school semester, and (for the Library) the middle to end of the semester.

There were 307 casual employees issued contracts during 1987. Note that this is a greater number than regular support staff employed at the College. Below is a table showing their distribution in job classifications. Over 90% of the women were employed in clerical positions. The total number of people appears to be higher than 307. This is because an individual may have had two or more contracts in different job classifications.

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[30] This is the poorest paid job classification and is used for casual employees who work in the Bookstore and at registration. No regular support staff employee has this classification.

CASUAL EMPLOYEES - 1987

CLASSIFICATION	MALE #	MALE %	FEMALE #	FEMALE %
Lab attendant	5	3.68	5	2.15
Computer operator	2	1.47	1	0.43
Administrative tech.	-	-	1	0.43
A-V technician	-	-	1	0.43
Documentation technician	-	-	6	2.58
Computer technician	2	1.47	-	-
Lab technician	18	13.24	6	2.58
Office clerk - I	5	3.68	4	1.72
Office clerk - II	58	42.65	167	71.67
Office assistant	33	24.27	37	15.88
Storekeeper - II	-	-	1	0.43
Secretary - II	-	-	4	1.72
Trades helper	1	0.74	-	-
Labourer	7	5.15	-	-
Certified workman	3	2.21	-	-
Painter	1	0.74	-	-
Security attendant	1	0.74	-	-

Most casual employees--and the vast majority of women working as casuals-- were classified as office clerks. Four-fifths of these employees worked for Conted. Registration used all but four of the office assistants. The majority of casual contracts for lab technicians were used for Conted and Cad/Cam classes.

As the table below illustrates, casual employees tend to be younger than the regular Vanier support staff--87.95% of the men and 71.71% of the women are under 35 years old. The difference between the sexes becomes apparent when one realizes that almost 30% of the women are over 35 whereas only 12% of the men are. Clearly some of the female casual employees are using these jobs as part-time work and/or as ways of re-entering the labour force after taking time off for family responsibilities. But many of the casual workers are also looking for full-time, permanent employment.

AGE OF CASUAL EMPLOYEES

AGE RANGE	MALE #	MALE %	FEMALE #	FEMALE %
15-19 years	4	3.70	9	4.55
20-24	48	44.44	73	36.87
25-29	29	26.85	40	20.20
30-34	14	12.96	18	9.09
35-39	5	4.63	20	10.10
40-44	4	3.70	12	6.06
45-49	-	-	11	5.56
50-54	1	0.93	8	4.04
55-59	1	0.93	5	2.53
60-64	1	0.93	1	0.51
65-70	1	0.93	1	0.51

It is difficult to get a true picture of the number of replacement positions in the College. Below is a breakdown of support staff replacement contracts. However it should be noted that often when the replacement position is of short duration (due to illness, vacation, P.D. leave, etc.) another employee in the same service takes over the position and is paid on time sheets. The statistics below do not include these people. However some of the positions below were for a short duration (some even part-time) to cover sick leave, syndical leave, and so on.

SUPPORT STAFF REPLACEMENTS

CLASSIFICATION	MALE #	MALE %	FEMALE #	FEMALE %
Lab attendant	1	5.56	1	5.56
Administrative tech.	-	-	4	22.22
A-V technician	1	5.56	-	-
Computer technician	3	16.67	-	-
Recreation technician	1	5.56	-	-
Lab technician	1	5.56	-	-
Office clerk - I	4	22.22	1	5.56
Office clerk - II	1	5.56	10	55.56
Storekeeper - II	1	5.56	-	-
Secretary - II	-	-	2	11.11
Gardener	1	5.56	-	-
Labourer	2	11.11	-	-
Certified workman	1	5.56	-	-
Painter	1	5.56	-	-

Women received one-half of the replacement contracts. Replacement positions can be both entries into regular employment and a means to acquire skills needed for a promotion to a new position. Thus it is quite important to note that 72.23% of the replacement contracts given to women are in the administrative/clerical sub-category. In fact, only one of the 18 jobs is not an office position. Clearly women are not being trained for other types of work by the use of replacement positions.

2.8. AREAS OF SEXUAL CONCENTRATION

Both the College-wide overview and the in-depth look at each employment category have shown that women are concentrated in certain job classifications and teaching disciplines and are under-represented in others.

The tables below divide Vanier College's 96 employment classifications and teaching disciplines into three groups: those that are male-dominated (more than 60% male), those that have a "mixed" sex distribution, and those that are female-dominated (more than 60% female). Although one must be careful in interpreting these statistics due to the small number of employees in certain job classifications and teaching disciplines, the tables clearly indicate that there is a division of jobs by sex at Vanier College.

MALE-DOMINATED POSITIONS

POSITION	NO. F	NO. M	% M
Cadre			
Director General	-	1	100.00
Academic Dean	-	1	100.00
Equipment Director	-	1	100.00
Personnel Director	-	1	100.00
Secretary General	-	1	100.00
Coord.Data Processing	-	1	100.00
Sector Coordinator	-	4	100.00
Coord.Research + Devp.	-	1	100.00
Admin. Services Dir.	-	1	100.00
Coord. Adult Ed.	-	2	100.00
Campus Director	-	2	100.00
Gerant			
General Manager	-	1	100.00
General Maintenance Foreman	-	1	100.00
Specialized Foreman	-	1	100.00

POSITION	NO. F	NO. M	% M
Manager-Supplies	-	1	100.00
Office Supervisor	-	2	100.00
Professional			
Analyst	-	2	100.00
Student Affairs Counsellor	-	1	100.00
Support			
A-V Technician	-	4	100.00
Graphic Arts Tech.	-	1	100.00
Electronics Tech.	-	3	100.00
Lab Attendant	3	6	66.67
Offset Duplicator Operator	1	2	66.67
Swimming Pool Supervisor	-	1	100.00
Computer Operator-I	1	2	66.67
Storekeeper-Cl.Princ.	-	1	100.00
Storekeeper - I	-	3	100.00
Pipe Mechanic	-	1	100.00
Carpenter	-	1	100.00
Certified Workman	-	5	100.00
Painter	-	2	100.00
Steamplant Operator	-	7	100.00
Gardener	-	1	100.00
Security Attendant	1	3	75.00
Trades Helper	-	1	100.00
Light Vehicule Driver	-	1	100.00
Labourer	-	6	100.00
Teaching Discipline			
Building Systems	-	8	100.00
Philosophy	-	5	100.00
Russian	-	1	100.00
Hebrew	-	1	100.00
Physical Education	10	17	62.96
Mathematics	16	30	65.22
Chemistry	7	15	68.18
Physics	3	19	86.36
Architectural Tech.	3	10	76.92
Electrotechnology	1	16	94.12
History	1	4	80.00
Humanities	17	34	66.67
Anthropology	1	2	66.67
Economics	3	5	62.50
Political Science	2	4	66.67
Bus. Admin./Commerce	4	24	85.71
Computer Science	4	12	75.00
Music	13	32	71.11

"MIXED" POSITIONS

POSITION	NO. F	NO. M	% M
Gerant			
Admin. Agent	5	6	54.50
Professional			
Student Activities Animator	1	1	50.00
Support			
Lab Technician	9	11	55.00
Recreation Technician	2	2	50.00
Office Clerk-Cl.Princ.	3	2	40.00
Storekeeper - II	1	1	50.00
Teaching Discipline			
Biology	7	9	56.25
Natural Science	4	5	55.56
Drafting	2	3	60.00
Psychology	9	7	43.75
Religion	2	2	50.00
Creative Arts	8	12	60.00
French	7	10	58.82
English	21	30	58.82
Italian	1	1	50.00

FEMALE-DOMINATED POSITIONS

POSITION	NO. F	NO. M	% F
Cadre			
Coordinator of Teaching Methods	1	-	100.00
Gerant			
Administrative Asst.	6	3	66.67
Professional			
Academic Advisor	4	-	100.00
Administ. Officer	2	1	66.67
Specialist in Teaching Methods	3	1	75.00
Guidance Counsellor	4	2	66.67
Education Advisor	1	-	100.00
Support			
Documentation Tech.	6	-	100.00
Computer Tech.-Princ.	1	-	100.00
Computer Technician	2	1	66.67
Administrative Tech.	10	2	83.33
Phototypesetter Oper.	1	-	100.00
Office Clerk - I	26	6	81.25
Office Clerk - II	17	3	85.00
Secretary - I	4	-	100.00
Secretary - II	22	1	95.65
Telephone Reception.	2	-	100.00
Teaching Discipline			
German	2	-	100.00
R.A.T.	8	4	66.67
Nursing	33	1	97.06
Geography	4	2	66.67
Early Childhood Ed.	11	2	84.62
Special Care Couns.	11	4	73.33
Sociology	8	5	61.54
Office Systems Tech.	11	2	84.62
Spanish	4	1	80.00

A total of 37 classifications and teaching disciplines are occupied exclusively by men (11 cadre, 5 gerant, 2 professional, 15 support and 4 teaching disciplines). An additional 18 classifications and teaching disciplines are predominantly masculine. This means that 57.29% of the College jobs are exclusively or predominantly held by men.

The table below indicates that although the majority of men are to be found in male-dominated jobs, women are found roughly equally in all three categories.

SUMMARY OF DEGREE OF SEXUAL POLARIZATION OF JOBS

TYPE OF JOB*	MALE		FEMALE	
	#	%	#	%
Male-dominated	315	70.47	94	32.41
Mixed	104	23.27	83	28.62
Female-dominated	28	6.26	113	38.97

*Employment classification or teaching discipline.

It would thus appear that in many jobs and disciplines at the College women are under-represented. An availability analysis, however, will determine if this is truly the case (see Section 3).

CHAPTER III

ANALYSIS OF FEMALE LABOUR FORCE AVAILABILITY

3.1. OBJECTIVES

The purpose of an availability analysis is to determine the percentage of women who, both within and outside the College, have the required skills, education and experience to occupy a specific position--or who can acquire such skills within a reasonable period of time.

Although it may appear that discrimination against women exists in certain areas, in actual fact there may not be women with the required qualifications who are available to fill these positions. An availability analysis thus permits us to identify those jobs where the representation of women should be improved. It also provides information needed to set quantitative objectives for employing more women within the Vanier community.

3.2. METHODOLOGY

An internal availability analysis of the skills and experience of Vanier employees would be essential if a policy was established to give internal candidates priority in consideration for vacant positions. However, as mentioned in Section 2.1.2., Personnel files do not contain up-to-date detailed information on the type of scholarity and experience that employees have acquired. Therefore it is impossible to provide information on the internal availability of women who have the skills to perform jobs other than those they presently occupy.

The Quebec Human Rights Commission provided technical assistance and expertise to conduct an external availability analysis for positions at Vanier College. They used 1981 census figures from Statistics Canada[31], data on Quebec college and university graduates and enrollments (from 1981-1987), and statistics on members of professional corporations.

Although it might have been desirable to conduct an availability analysis for all jobs at the College, it was decided to submit only those where women held 50% or fewer positions.

An important element in conducting an availability analysis is to identify the training and skills one must hold in order to perform a particular job. Provincial classification plans were used to determine these requirements for support, professional, gerant and cadre employees.

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[31] Statistics Canada recently published the 1986 Census data. These may provide more reliable statistics. However one should remember that the figures provided in the results of the availability analysis are meant to lend theoretical support to a willingness to correct the situation of under-representation of women at the College. There will always be a certain margin of error.

Teachers do not have such a provincial plan; requirements of scholarity and experience are very different from one department to another. The Affirmative Action Coordinator thus asked each department coordinator to provide information on minimal criteria needed to hold a teaching position in their discipline. This information was then transmitted to the Human Rights Commission. The Commission has warned the Coordinator that there is a danger in using what amounts to hiring criteria for this analysis, as such criteria may be unduly inflated.[32]

Although many of the people employed at Vanier were born and trained outside of Quebec, the recruitment zone used for the purposes of the availability analysis is provincial--with the exception of administrative and maintenance support staff where the greater metropolitan region of Montreal is used as the basis for the labour pool.

There are some problems with the methodology used to calculate the rate of availability. For example, certain judgments had to be made about the similarities between positions as defined in the classification plans and classifications that appeared to be equivalent according to the codes utilized by Statistics Canada.

It should be noted that these codes classify people by their job and not their scholarity. For example, a PhD in Philosophy who works as a waitress is not considered a philosopher but is classified as a waitress. She really should be counted as someone who is ready and willing to teach philosophy.

The Census Canada labour force statistics do not include people who are not officially working but who are looking for work. In reflecting the actual work-force, the availability analysis also reflects the discrimination that has existed in the job market until now.

Thus the results of the availability analysis must be taken with the above considerations taken into account.

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[32] A further discussion of job classification and hiring criteria can be found in Sections 4.2., 4.3., 5.3., and 5.4. below.

3.3. RESULTS

Due to length, the complete results of the availability analysis conducted by the Human Rights Commission have not been reproduced below.

However the table below allows us to see the discrepancies between the proportion of women in certain positions at Vanier and the availability of women in the labour market who are qualified to fill those positions.

Column A: Availability in the labour force -These figures represent the percentage of women who hold the qualifications to occupy a position.
Column B: Proportion of women at Vanier who presently fill the position.
Column C: Under-utilization - Column A minus Column B.
Column D: Numerical objectives - These figures figures represent the ultimate objectives suggested by the Human Rights Commission at the end of Vanier's three-year Affirmative Action Program. They take into account the present rate of availability and an estimate of the number of future graduates who are presently enrolled in educational programs.

RESULTS OF AVAILABILITY ANALYSIS

POSITION	A	B	C	D
Cadre				
Director General	26%	0%*	26%	26%
Academic Dean	28%	0%*	28%	28%
Dir. of Equipment Serv.	20%	0%*	20%	20%
Personnel Director	33%	0%*	33%	33%
Secretary General	30%	0%*	30%	30%
Data Processing Coord.	34%	0%*	34%	34%
Sector Coordinator	45%	0%	45%	45%
Research + Dev. Coord.	42%	0%*	42%	42%
Admin. Services Dir.	33%	0%*	33%	33%
Coord. of Adult Ed.	45%	0%	45%	45%
Campus Director	28%	0%	28%	28%
Director of Finance	28%	0%	28%	28%
Gerant				
Gen.Manager(Bldg.Serv.)	9%	0%*	9%	9%
Gen. Maint. Foreman	22%	0%*	22%	22%
Specialized Foreman	10%	0%*	10%	10%
Supplies + Serv. Mgr.	21%	0%*	21%	21%
Administrative Agent	--	46%	--	--
Building Manager	9%	0%*	9%	9%
Bookstore	21%	0%*	21%	21%
Accounting	64%	0%*	64%	64%

POSITION	A	B	C	D
Gérant				
Recruiting	29%	0%*	29%	29%
Audio-Visual	26%	0%*	26%	26%
Security	22%	0%*	22%	22%
Sports Complex Manager	35%	0%*	35%	35%
Manager of Support Serv.	97%	0%*	97%	97%
Professionals				
Analyst	34%	0%	34%	38%
Student Affairs Couns.	51%	0%*	51%	51%
Support Staff				
Lab Technician	62%	45%	17%	62%
Electrotech.	14%			12%
Physics	11%			11%
Psychology	54%			53%
Modern Languages	59%			59%
Computer Science	39%			39%
Chemistry	24%			24%
Building Systems	10%			10%
Photography	53%			53%
A-V Technician	12%	0%*	12%	11%
Graphic Arts Tech.	45%	0%*	45%	47%
Electronics Technician	13%	0%*	13%	12%
Storekeeper - Class I	28%	0%*	28%	28%
Lab Attendant	50%	33%	17%	50%
Offset Duplicator Oper.	9%	33%	--	9%
Pipe Mechanic	1%	0%*	1%	1%
Carpenter	3%	0%*	3%	3%
Certified Labourer	1%	0%	1%	1%
Painter	3%	0%	3%	3%
Steamplant Operator	2%	0%	2%	2%
Swimming Pool Super.	62%	0%*	62%	62%
Computer Operator- Cl.I	75%	33%	42%	75%
Gardener	9%	0%*	9%	9%
Security Attendant	24%	25%	--	24%
Storekeeper - Cl. Princ.	25%	0%*	25%	25%
Trades Helper	52%	0%*	52%	52%
Light Vehicules Driver	39%	0%*	39%	39%
Labourer	52%	0%	52%	52%
Teaching Disciplines				
Biology	36%	44%	--	38%
Physical Education	46%	37%	9%	45%
Natural Science	31%	44%	--	32%
Mathematics	29%	35%	--	28%
Chemistry	20%	32%	--	21%
Physics	3%	14%	--	6%
Building Systems	5%	0%	5%	5%
Architectural Tech.	6%	23%	--	5%
Electrotechnology	5%	6%	--	5%
History	47%	20%	27%	46%
Philosophy	27%	0%	27%	30%
Humanities	44%	33%	11%	45%

POSITION	A	B	C	D
Teaching Discipline				
Anthropology	46%	33%	13%	49%
Economics	22%	38%	--	23%
Political Science	45%	33%	12%	42%
Bus. Admin./Commerce	29%	14%	15%	29%
Computer Science	34%	25%	9%	34%
Music	25%	29%	--	27%
Creative Arts	43%	40%	3%	43%
French	47%	41%	6%	47%
English	46%	41%	5%	46%
Hebrew	60%	0%*	60%	60%
Russian	60%	0%*	60%	60%

* - There is only one person occupying this position.

As indicated in the table above, many of the job classifications at the College have only one person employed in the position. This, however, cannot justify the virtual absence of women from many of these positions. For example, for upper administrative positions women's rate of availability varies between 20% and 45%. One will note that this is the job category where the under-representation of women is at its maximum.

It is not surprising that in many of the teaching disciplines where women are under-represented one finds that they are also a minority in the general labour market. It should be noted that the proportion of women in different disciplines at Vanier may actually decrease if there is a decrease in the student population and/or if people who are on leave return to their teaching positions. Many of the women at Vanier who teach in male-dominated disciplines find themselves in positions of job insecurity.

In conclusion, one must remember that the spirit of this analysis is to help to institute a process of social change as well as to justify corrective measures that will help to improve the situation of women employed at Vanier College.

CHAPTER IV

THE EMPLOYMENT SYSTEM: POLICIES AND PRACTICES

4.1. INTRODUCTION

4.1.1. OBJECTIVES

Sections II and III of this Report have indicated that the human resource potential of women is being under-utilized at Vanier College. The aim of an analysis of the College's employment policies and practices is to determine why this has been so.[33]

An analysis of policies and practices identifies those elements in Vanier's employment system that might represent potential sources of discrimination for women. Although such policies may have been adopted in good faith and may be applied equally to everyone, they may have had the effect of excluding or putting women at an undue disadvantage.

The results of this analysis will help to delineate changes that should be made in the future and point to possible recommendations for a Plan of Action.

4.1.2. METHODOLOGY

The analysis of employment procedures consisted of two steps: 1) an examination of Vanier College's employment policies, rules and directives and 2) a comparison of these policies with actual employment practices over the past three years to see if they have differential affects on women and men.

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[33] The Quebec Human Rights Commission notes that even if the under-representation and under-utilization of women had not been found, an analysis of the employment system would be necessary in order to uncover and correct regulations and practices of the employment system that are forbidden by the Charter of Human Rights.

Policies establish the rules that govern the functioning of the College in a formal manner and are the official guidelines to be followed. They may be implicit or explicit and detailed in directives. Practices may or may not conform to established policies. They may vary from one sector, department or employment group to another.

A regulation or practice is considered to have a discriminatory effect when : 1) it creates a distinction, exclusion or preference not based on the requirements of the job; and/or 2) it is based on illegal criteria prohibited by Article 10 of the Charter of Human Rights (which prevents direct sexual discrimination).

Five guidelines were used:

1. uniformity - That is, are the policies and procedures applied in the same way for all, male and female?
2. validity - For example, do tests used (for selection purposes) measure what they're supposed to measure and nothing else?
3. necessity - Do the policies and practices exceed reasons of security or legal necessity?
4. legality - Do they conform with the Quebec Charter (Article 10)?
5. relationship with the job - Are the requirements related to the job?

Information for the analysis of employment policies and practices came from a variety of sources: administrative policies of the College, collective agreements presently in effect, and meetings with departmental coordinators and hiring committees, supervisors of various College services, the Director of Personnel and the staff in his service, and representatives from the three unions. Data for the statistical analyses came from Vanier's Annual Reports, statistics compiled by the Personnel service, raw data on file in Personnel and Payroll, and records kept on file by the three unions.

The analysis of employment procedures presented below cannot present a complete picture. It was not always easy to identify policies because they are not always written down and many need to be revised and updated to conform with new collective agreements. What is considered policy is often only the result of past practice.

Many departments and services do not keep their own records, or if they do they are not collected in the same way. A change in a coordinator or supervisor means that a system of filing or collecting data may change. Thus sometimes data could be obtained for one department or employment group but not for others.

Certain data on employment practices was impossible or difficult to obtain due to the lack of written records. Many people had to rely on memory to provide the needed information. The assumption is made in many academic departments that we know each other so well and have worked together so long that we don't need to write down departmental policies, procedures, hiring criteria, etc.. Personnel keeps only the most recent data in their files.

Lack of data coupled with time constraints made it impossible to analyze certain employment practices according to sex. For example, to retrace and reconstruct all the promotions, job transfers and job changes that affected all of the College's employees would have been too onerous. Such information is kept in each employee's Personnel file; the computer system does not keep a historical record of all the positions an employee has held or applied for.

There was also the question of confidentiality which had to be respected in a number of cases.

It should be noted that this analysis and report concerns itself with examining local employment procedures and conditions at the College. Some of the problems uncovered by the Coordinator or pointed out by employees are linked to clauses in collective agreements and must be negotiated and changed provincially.

4.2. RECRUITMENT AND SELECTION

4.2.1. General Overview

Many people feel it is useless to talk of recruitment and hiring of personnel since the College has been in a position of cutbacks (both budgetary and in numbers of students) over the past few years. Although the need to recruit and hire has been less over the last few years in certain job categories, hirings have occurred at the College. Many of these jobs do not seem like "real" positions to people who are responsible for hirings. However for the candidates who apply for these jobs, such positions are seen as entries into the College labour force and are very important. As well, there are transfers in personnel amongst those people already employed at the College as positions are created or re-evaluated.

The term recruitment refers to the activity of searching for candidates. The recruitment process can take many forms other than just sifting through application forms and curriculum vitae. Informal networks of colleagues and acquaintances provide crucial hiring and referral information.

The manner in which recruitment is done can have an effect on equal employment opportunities. Employers tend to use those methods that have, in the past, proven to be successful. But preconceived ideas about the types of jobs women occupy can lead, inadvertently, to their premature and unfounded elimination from consideration. Certain recruitment methods (for example, "word-of-mouth") can be seen as appearing to be neutral yet have an exclusionary effect. As a result the College may be depriving itself of the best person for a given position. In those cases where few women have been hired for certain positions, repeatedly using the same recruitment methods risks perpetuating the under-utilization of women.

Over the course of the past year the Vanier College Application Form was revised to conform with the Quebec Charter of

Human Rights and Freedoms. Several of the questions on the old form had contravened Article 10 of the Charter--specifically those questions asking for sex, marital status and date of birth. The new form also has a space where candidates may write in their "other qualifications"--although this in itself may not be enough to solicit information on unpaid work experience.

One of the aims of the diagnostic report is to identify the obstacles in recruiting women to positions where they are under-represented. In order to determine this one would ideally need to know the number of male and female candidates for each type of recruitment method. This has been impossible to determine due to the lack of systematic records. Personnel keeps curriculum vitae for only a six month period. Statistics based on such applications should be considered with prudence since they reflect spontaneous candidatures.

There is no systematic and official way of recruiting internal candidates other than posting vacant positions. Personnel files contain information on scholarity and recognized experience to determine salary classification and not necessarily actual scholarity and experience. It therefore is difficult to identify and solicit those internal candidates who are actually qualified for a position.

The term selection comprises studying the acceptability of candidates and the hiring procedure itself. Even with the present labour force situation, where there are more candidates to fill fewer positions, women's chances to attain new jobs should not be jeopardized. To determine if this has been the case one would ideally need to compare the number of applications submitted by men and women with the number of males and females interviewed and finally hired.

The interview and selection process itself would have to be analyzed in detail in order for us to find out if the under-representation of women is because females do not apply for the jobs (due to the wording of the job postings, distribution of the postings, how and where recruitment is done) or because they are not short-listed for interviews (perhaps because they do not have the minimal requirements for the position) or because women do poorly in job interviews (due to the composition of the selection committee, the type of questions asked, and so on). Again, lack of records have prevented such a detailed study from taking place. Hiring committees (when and where they exist) are not required to keep any records.

There is no College-wide policy that outlines the steps to be taken in a selection process. What procedure that does exist is stipulated by the provincial collective agreements, which set out priority mechanisms and certain rules that must be followed for both recruitment and hiring. Jobs are posted internally for all unionized personnel. The collective agreements set hiring priorities that grant priority to internal recruitment. Non-unionized positions may or may not be officially posted. Occasionally the jobs are advertised in Montreal-area newspapers. In some cases these external advertisements have only been in the French papers, which limits the recruitment base for an anglophone institution.

Job postings at Vanier have, with a few notable exceptions for maintenance jobs, used sex neutral language. Vacant positions are posted on the Personnel bulletin board. As well, postings are sent out to the three unions and 19 different offices throughout the College. Unfortunately, due to the unavailability of bulletin boards in several of these areas, not all jobs are posted. Teachers receive notice of teaching position openings in their mailboxes.

Although many supervisors and selection committees claim they would welcome additional women to their ranks, this has never been explicitly stated in Vanier College job postings or advertisements.

Minimal qualifications that are needed for a job are listed on job postings. For support, professional and gerant positions these usually (but not always) follow the qualifications for schooling and work experience listed in the provincial classification plans. An added qualification of "must have good communication skills" is found on a majority of job postings. For teachers, an all-encompassing "master's degree or equivalent" is stipulated as the qualification (further discussion of this is in Section 4.2.3. below).

However in reality an ideal candidate must often possess more education and experience than what is stipulated in the classification plans. ("If there are two candidates, we always take the one most qualified".) Other qualifications and hiring criteria are not always listed in the official job postings. These are often only implicitly stated in the job descriptions and are subjective and difficult to measure. Yet such criteria are considered very important for a successful candidate to possess. They may not be directly connected to a job but to a certain image of an ideal candidate which may change from time to time.

There is no College policy regarding replacement positions. Such positions are often not posted but are filled internally within a service or department. If a replacement is needed quickly supervisors may decide not to go through a long selection process.

Sometimes people are "bumped up" through the ranks and the lowest position in the service is posted and officially filled--not the original vacant position. Employees have found themselves in the position of being given a replacement position to fill for several months only to find that when an actual posting for the job in question takes place they are deemed not to have the required educational qualifications (even though they may have many years experience).

Hiring committees exist for all teaching and professional positions since this is stipulated in the collective agreements. However for all other positions it is up to the subjective judgment of the supervisor in charge of a service to make decisions about hiring. There is no way of assuring that there is a representation of both men and women on selection committees--in fact, for many vacant positions there is no guarantee that there will be a hiring committee at all.

Selection tests are given for some job vacancies but not for others and vary according to the position. Sophisticated and validated selection tools do not exist and those tests that are used are administered on an ad hoc basis, mostly for secretarial and clerical jobs (see Section 4.2.5. below). Tests for typing, language and mathematical skills are given by Personnel. Hiring committees and supervisors of various services often devise their own problem-solving tests which they give to candidates at interviews.

Since the results of selection tests are not kept in a centralized place, it is difficult to analyze the results of such tests and their impact on the selection process. People who take such tests are not informed of their results.

The supervisor of a service or the hiring committee screens the application forms and then devises a short-list of people to interview.

Candidates who have been interviewed for jobs state that they are never formally informed that they are not chosen for a position. There is no formal "feedback" procedure to let candidates know what their weaknesses are. Some people find out that they are the successful candidate through the "rumour mill" or by being contacted by Personnel to come in and sign their contract.

4.2.2. Cadres and Gerants

There is no College policy for cadres and gerants concerning recruitment and hiring. The Director General makes all decisions concerning employment at the administrative and management level--who should be hired, how recruitment takes place, promotions and transfers between jobs, and job classification (and thus salary). He chooses people who he feels will fit into his management "team".

There are a variety of recruitment methods, although none of these appear to be clear to most College employees. Internal job postings are sometimes (although not consistently) used for gerant positions. A system of "interim" positions has been created for employing internal candidates in cadre and gerant jobs without creating an official posting. After one or two years the person then is officially named to the post. If a suitable candidate is not deemed to exist within the College (it is unclear who makes this decision), ads are placed in newspapers or someone is recruited through the Cegep reseau (network).

If there is an official job posting a hiring committee will be formed. However in recent years the only official postings for cadre have been for the positions of Director General and Academic Dean. Hiring decisions for gerant positions are made jointly by the Director General, Director of Personnel and the supervisor of the service where the gerant will be employed.

Replacement positions for cadre and gerant occur when someone takes a maternity or sick leave. These positions are not posted and the supervisor in charge of the service approves of an external or internal replacement.

No recruitment and hiring statistics are available for cadre positions. However the number of female cadre who have ever been employed at Vanier is very small--never more than three at any given time. As the availability analysis has demonstrated (Section 3.3.), this is not because there are no qualified women to fill these positions (see Section 4.6. on promotion below).

GERANTS--APPLICATIONS AND HIRINGS*
January 1985-December 1987

	Applications		
POSITION	**MALE**	**FEMALE**	**HIRED**
Information Officer	--	12	1 F
Manager - Recruiting Services	3	3	1 M
Manager - Sports Complex	228	32	1 M
Manager - Conted Support Serv.	98	56	1 M
Purchasing Agent	58	13	1 M
Personnel Officer	3	8	1 F
Coordinator of Records	1	2	1 F

* In October 1987 two additional gerant positions not listed above were created. A support staff position (female) was reclassified as a gerant position. A male teacher was appointed Assistant to the Director General. Neither of these jobs was posted. Thus there were no applications.

The three positions listed above that received a large number of applications were advertised in newspapers. All but one of the posted positions were filled by internal candidates. It appears that there were more male applicants than female for jobs that were advertised externally. Although women were hired for nearly half of the positions, the jobs they filled were in positions traditionally dominated by women.

4.2.3. Professionals

A priority list for recruitment and hiring of non-teaching professionals is set according to the provincial collective agreement (MEDs, chargees de projet). Positions are posted internally and "real" jobs are advertised in the newspapers. Word-of-mouth, personal recommendations and professional networks are also used to solicit candidates.

Hiring committees are established once there is a job posting, with two professional representatives appointed by the union sitting on the committee. At least one of these representatives has always been female. The hiring committee is responsible for seeing that job descriptions fit the classification plan, studying the job applications, conducting the interviews and giving the College hiring recommendations. However the College is not bound by the decision of the committee.

A hiring committee does not have to be constituted if the position is considered temporary--that is, if it is for less than 90 working days. Appointing people to such positions is at the College's discretion and there are no job postings. When the need for a professional to work on a short-term project or in a replacement position occurs, the supervisor in charge of the service affected calls up people they know or who have worked part-time before.

There have not been many openings for permanent professional positions in recent years. Three hiring committees met in 1987.

	APPLICATIONS		
POSITION	MALE	FEMALE	HIRED
Collections librarian	6	37	1 F
Systems analyst	12	4	2 M

4.2.4. Faculty

In recent years (some departments claim as far back as 1978) there has generally been no "real" hiring for teaching positions (that is, posts). Each spring the College is threatened with a declining student enrolment. People are laid off. Over the summer registration figures look healthier and additional teaching sections are distributed for the fall and winter semesters. In addition some employees retire, others take sabbatical and professional development leaves or get sick, and so on. Disciplines find themselves distributing sections to MEDs and part-timers, often scrambling to hire someone for a section or two at the last minute. This on-going situation prevents a proper selection procedure from taking place. Yet people have been hired who have continued to be employed at the College for many years.

Recruitment takes place in a variety of ways, although there is no systematic solicitation. All faculty job postings are distributed internally through teachers' mailboxes.

The provincial collective agreement sets out guidelines for hiring priorities of surplus (MED) and non-permanent employees, as well as for those people who have successfully completed a "recyclage". In recent years many selection committees have met to ensure that vacant positions are allocated to the correct person in the priority list. "New" recruiting or hiring is not needed.

All candidates, no matter how they are recruited, must submit curriculum vitae to Personnel. Many departments use these Personnel files as their first and only recruitment source if there is no one on the hiring priority list. These applications are acknowledged by Personnel, filed and kept for a six-month period. At the request of a department, these files may be passed on to departmental hiring committees to be used as a replacement and substitution bank.

Newspaper advertisements are rarely utilized due to budgetary and time constraints. Many disciplines feel that unless a full-time permanent position is available, such a form of recruitment would not be useful.

Departmental coordinators often receive phone calls from candidates seeking employment. Word-of-mouth recruitment through professional and social networks is common and widely used. Some technologies have hired former students. People are phoned and encouraged to send their applications in to the College. Technologies that send their students to placements sometimes recruit teachers in the "field" (hospitals, social agencies, etc.).

Job postings are not sent to graduate departments of Montreal universities. Some departmental coordinators and hiring committees do phone up contacts at other institutions when there is a last-minute hiring. However there is no College-wide policy or procedure for doing so.

A few disciplines regularly screen all applications and interview candidates even when there are no job openings presently available. In this way they create a "bank" of candidates who meet the minimum hiring criteria and who can be called in for substitution and last-minute replacement contracts (if there are no part-timers or people on the priority list available). Other disciplines use department members to fill in for short-term sick replacements.

Selection committees are formed according to rules laid out in the provincial collective agreement; faculty representatives are chosen by individual departments. Decisions are usually arrived at by consensus. In the event of a disagreement, the College may make the final hiring decision.

Because of the composition of a lot of disciplines, more men serve on selection committees than women. In 1987-88, 9 out of 30 departmental hiring committees had no women on them--Biology (FS), Chemistry (FS), Physics (FS), Mathematics (FS), English (FIS), Humanities (FA), BSET, Business Administration, and Electrotechnology. Three out of the 30 had no men--Social Science (FIS), Nursing and OST. The College representative on the selection committee is usually the Associate Dean of the department. All four of the deans are male.

It should be noted that because Vanier College used to be two campuses, several disciplines have had two separate hiring committees. In some case there has been an overlap in faculty--that is, the same teacher teaching for both departments at the same time. Thus in recent years when a hiring was to be done there would always be a representative from the other department in the discipline, since it was not always clear to which group a particular teacher was to be attached.

One or several members of the hiring committee reviews the c-vs received by Personnel. One selection committee member interviewed said that c-vs were chosen partly on the basis of "does it look interesting?". The question is, look interesting to whom?

Candidates may be screened by telephone to verify if they meet the hiring criteria and/or specialized needs of the department. Interviews take place with those people who are chosen for the shortlist. The committee then makes a recommendation to the College.

As mentioned in Section 4.2.1., the only qualification listed on job postings for teaching positions is "Master's degree or equivalent". Few people argue that a person with an "equivalent" qualification should not be considered. However disciplines vary widely as to what "equivalent" means. For most of the technologies a Master's degree is not essential (although industrial, business or field experience is). Respiratory and Anesthesia Technology requires a DEC. Business Administration will accept a law degree (which is a Bachelor's) with several years experience. Both Creative Arts and Music accept undergraduate degrees if the candidate has previous teaching experience and/or is a practicing artist. Teachers in many other disciplines have been hired prior to completion of a graduate degree.

Yet many hiring committees readily admit that when reviewing c-vs any candidates whose files do not indicate a completed Master's degree in the discipline are not considered for job interviews. It is thus not clear how a candidate who has an "equivalent" gets the chance to appear before a selection committee to prove it. Stating the required qualification for all faculty as "Master's degree or equivalent" on all job postings may well have a "chilling effect" on prospective candidates; they might fail to apply for vacant positions.

Below is a list of applications that were received by Personnel for teaching positions between January and June 1988. Although it is of interest to compare these statistics with the sex distribution amongst teachers at Vanier and the results of the availability analysis, these figures must be looked at with caution. It should be remembered that these only reflect applications for the last six month period. Since Vanier does not have a policy of active recruitment, the applications reflect either spontaneous candidatures and/or word-of-mouth recruitment. Inequalities present in the educational and social systems can also be seen, since women seem to be concentrated in certain fields of study. Candidates may themselves have evaluated their chances of getting a job in certain disciplines rather than others.

APPLICATIONS FOR TEACHING POSITIONS
January 1988-June1988

DISCIPLINE	MALE		FEMALE	
	#	%	#	%
Anthropology	2	25.00	6	75.00
Architectural Technology	4	66.67	2	33.33
Biology	12	70.59	5	29.41
Building Systems	8	100.00	0	0.00
Bus. Admin./Commerce	24	72.73	9	27.27
Chemistry	16	76.19	5	23.81
Computer Science	18	85.71	3	14.29
Creative Arts	20	43.48	26	56.52
Drafting	1	100.00	0	0.00
Early Childhood Ed.	2	9.53	19	90.48
Economics	9	9.23	4	30.77
Electrotechnology	9	90.00	1	10.00

DISCIPLINE	MALE		FEMALE	
	#	%	#	%
English	19	51.35	18	48.65
French	24	46.15	28	53.85
Geography	0	0.00	8	100.00
German	1	16.67	5	83.33
Hebrew	0	0.00	1	100.00
History	13	81.25	3	18.75
Humanities	15	51.72	14	48.28
Italian	3	42.86	4	57.14
Mathematics	24	72.73	9	27.27
Music	7	46.67	8	53.33
Natural Science	2	66.67	1	33.33
Nursing	0	0.00	16	100.00
Office Systems Tech.	4	28.57	10	71.43
Philosophy	17	89.47	2	10.53
Physical Education	7	41.18	10	58.82
Physics	16	94.12	1	6.25
Political Science	15	65.22	8	34.78
Psychology	8	38.10	13	61.90
Religion	15	93.75	1	6.25
Respir. and Anaes. Tech.	1	25.00	3	75.00
Russian	0	0.00	2	100.00
Sociology	14	51.85	13	48.15
Spanish	10	55.56	8	44.44
Special Care Counselling	4	26.67	11	73.33
TOTAL	**344**	**55.40**	**277**	**44.60**

Selection committee members are not given any formal directives on how to conduct an interview. They act, in this regard, with a great deal of autonomy. Several of the technology programs have set out their hiring criteria and interview guides in detailed written form. They are discussed at department meetings and are known to all. Most departments, however, confer all decision-making to their selection committees. Since hiring committees change from one year to the next, hiring criteria may also change as new individuals contribute their opinions. Without an interview guide, all candidates may not be asked the same questions.

Most hiring committees use educational qualifications, work and teaching experience (both paid and unpaid), curriculum balance and specialization requirements, and subjective impressions of the candidates (for example, "character", "vibrancy in the interview", "good communications skills", "would make a good teacher", "is temperamentally suited to teach at this level") to arrive at a hiring decision. Many people have admitted that "it's a value judgment", "a subjective feeling of the candidate".

With an increasing number of doctoral candidates many selection committees have implicitly raised their educational criteria beyond the "minimum". Given a choice of candidates, they choose people who are "most qualified" academically and "go for the best available". Many of the technologies, especially in the traditionally male-dominated areas, demand two or three years of work experience. Other departments and programs also, because of the proliferation of applications, look at other related work experience in making a hiring decision. It is unclear whether these added criteria serve to penalize women. Certainly statistics indicate that fewer women are likely to get PhDs than men. And young people, female and male, are put at a disadvantage.

No selection committee has ever directly stated that it favoured female applicants. However several departments "off the record" said that they had specifically looked for women in some of their hirings to try to achieve a sex balance. One science department felt that it was important to have female role models and thus went below its ideal minimum educational qualifications in order to hire a female candidate.

It should be noted that several of the technologies require teachers with a high degree of specialization who are hired to teach only one or two sections a year. These people often have professional practices (doctors, veterinarians, engineers, architects, etc.). They have little interest in teaching full-time and would not have the expertise to teach all the specialties in a discipline should a position become available. However most part-time faculty are eager to teach full-time.

Unfortunately hiring statistics for teaching disciplines are not available. Departmental hiring committees change annually and members have had to rely on memory to provide information on numbers of male and female applicants, interviewees, and hirings over the last three years. Personnel keeps a record of application files that are checked out by selection committees. However sometimes a coordinator may look through the files at Personnel and not check out any applications, especially if there are people on the priority list. Time constraints prevented me from looking through the Bulk Approval Binder to sort out which hirings were new and which were merely approving the employment of previous employees who had job priority.

It might also have been of interest to provide a historical statistical analysis of the differences in hiring practices between different departments of the same discipline in regards to male/female hirings. This has also been impossible due to lack of proper records.

It should be noted that although formal selection committees are convened for most hirings, some departments have hired people in the past without one when it was for an emergency "substitution". In many of these cases the departmental hiring criteria are not applied as stringently as in regular hirings. These substitution teachers often continue to teach in the department and gather seniority without having gone through a formal hiring procedure.

4.2.5. Continuing Education Teachers

Disciplines vary as to how hiring for Continuing Education courses takes place and which people have priority to be hired to teach these courses.

Some departments utilize their regular selection committees to screen, interview and recommend candidates to the Conted Academic Coordinator. (Conted is not obliged to adhere to the recommendation, although in practice this is usually the case). The same selection process and hiring criteria is used as for regular daytime positions. Other departments are consulted about who is to be hired, but do not bother to actively participate in the selection process.

The College posts all Conted sections internally and notifies day-time teachers through postings in their mailboxes. Conted will sometimes put advertisements in the newspapers to recruit faculty, especially for the technologies. University departments, large companies and consulting firms, business corporations and professional networks are also used for recruitment.

The Conted Academic Coordinator, a female gerant, is inclined to seek female candidates in non-traditional areas. She is aware of the importance of role-models for students. (Some of these women have gone on to teach in the day).

Many of the technology programs will interview almost all people who submit c-vs with the minimum qualifications since they have difficulty finding people to teach evening courses. This also gives them the opportunity to see if candidates would be suitable to teach during the day.

Although Conted teachers do not gain priority for daytime positions, they do gather seniority. If they are hired for daytime sections they then bring their seniority with them (and consequently may "bump" a daytime part-timer).

The statistical portrait indicates that a fairly high proportion (39.2%) of Conted faculty are employed as daytime teachers at Vanier. According to College policy, full-time day teachers may teach a maximum of 70 hours per semester in Conted; part-timers may teach a maximum of 135 hours.

The proportion of women teaching in the evening is lower than during the day. Examining application and hiring statistics will not be useful in explaining this situation (a full record does not exist), as departments have different policies for allocating evening sections. Understanding how these various policies work may help to explain why fewer women are found in Conted teaching. (See also section 5.3. on employee perceptions).

Some departments feel teaching an extra section in the evening is a "perk" and should therefore be given to the most senior daytime faculty members. Other departments rotate Conted sections amongst their full-time faculty; part-timers are excluded. Still others have set up detailed guidelines that allocate sections to MEDs and part-timers first. Leftover sections are then distributed on a rotating basis to those daytime faculty who might be interested in teaching an extra section in the evening. Sometimes two departments within the same discipline disagree as to how Conted sections should be allocated and certain sections are then distributed to each department to make separate hiring decisions.

It should be noted that some surplus (MED) teachers are now required to fulfil all or part of their workload with Conted sections. This is particularly difficult for female teachers with family responsibilities.

The Cad/Cam and Seminar Centres set up their own hiring committees to find faculty to teach the courses that they offer.

4.2.6. Support Staff

Word-of-mouth is a primary method of recruitment for support staff. This is due, in part, to the decentralization of hiring (especially for replacements and part-timers). Each service tends to keep its own "bank" of candidates to hire for replacement, part-time and casual contracts. Some of these employees have been at the College for years (see Section 4.2.7. below).

With the signing of the last collective agreement, those casual and replacement employees who have worked 130 days or more within the previous twelve-month period gain seniority and priority for any regular job opening to which they may apply.

All job openings for regular support staff positions must be posted internally. The collective agreement stipulates that the internal candidate with the most seniority must be offered the position only if she or he is deemed qualified for the job. Thus in practice the most senior candidate does not always get the position (although this is a common perception amongst both supervisors and employees). Many supervisors feel under a moral obligation to hire internal applicants.

However in some cases there is an external posting as well. External recruitment takes place when it is felt no internal candidate is qualified for the job. Some supervisors claim they do not want to be limited to a choice of internal applicants alone since they seek the best possible candidate for vacant positions. Such candidates are often found by word-of-mouth through social and professional contacts. There are a number of families who have several members employed at the College.

Newspaper advertisements are rarely used to recruit support staff since this is quite expensive. Once or twice a year ads are placed in the papers in order to create a "bank" of secretarial help. No other personnel "pool" is used by the College to fill vacancies. A placement service is occasionally used to find workers for short-term jobs (2-3 days).

When a position becomes vacant the supervisor of a service sends a job description (sometimes revised and updated) to the Director of Personnel and discusses the position with him. Personnel posts the job, receives and acknowledges applications, and sends the supervisor a list of candidates. The supervisor concerned sends his or her recommendation back to the Director of Personnel who sends it on to the D.G. for final approval. Candidates who are not called to be interviewed often never receive further word as to the state of their candidacy.

Selection procedures vary from service to service. Formal selection committees are not usually constituted for support staff positions. When they are a union representative is present. In most instances the supervisor of a service--alone or with other supervisors (and sometimes teachers)--screens applications, interviews candidates and makes a recommendation to his/her superior and the Director of Personnel.

Some supervisors claim that it is often unnecessary to interview candidates since they already know a lot of the applicants. They therefore hire the most senior applicant with the required qualifications without forming a selection committee. Other supervisors insist on always having a selection committee, although the committee's function is to make recommendations and not decisions.

In the past lab technicians have been hired with the participation of faculty departmental selection committees. However since the Snowdon move some technicians have been "switched" by the College into areas for which they were not originally trained. The academic departments have had little say over such changes.

Selection tests are used for many secretarial and clerical positions. The most common test is for typing. All applicants for Clerk II positions are now being asked to pass a typing test of 50 words per minute, whether the job actually requires typing or not. (This has been protested by the union and several supervisors). The rationale is that it provides the candidate with the qualifications to apply for other positions within the College that do require typing. (Not all other positions, in fact, do require it. In 1987 two postings for Clerk I did not stipulate any typing--finance clerk and payable clerk--and two others in A-V stipulated "typing an asset".)

This policy on typing tests serves to prevent employees from being hired in positions that they have occupied as replacement and casual workers. Many potential employees (including many males!) are thus denied access to jobs because they do not possess a qualification that is not necessarily needed for the position. The relevancy of such tests with the increasing use of word processors must be examined. It should also be noted that in some services (such as Registrar's) the response time of the computers is so slow one can not use 50 w.p.m..

Despite the typing requirement for many positions, people have been hired to fill such positions who have not passed the tests. It is clear that if a supervisor likes a candidate there are ways of getting around the rules.

Several support employees have refused to take selection tests (for example, for stenography) because they claim they have a DEC in Secretarial Science which attests to their competence. This has prevented them from being considered for jobs/promotions. Other people take tests for one position only to be told they have to be retested when they apply for another one. (Personnel does not keep copies of all test results).

The classification plan always states a minimum educational requirement "or an attestation of studies whose equivalence is recognized by the competent authority". Thus several administrative technicians do not have DECs but were granted promotions based on their experience. However the rules are used to keep other people out of certain positions. One sports attendant replaced the recreation technician for a few months. When the job was posted she was refused the position because she had not completed her DEC.

The minimum educational requirement for lab technicians is a DEC. However almost all these technicians have Bachelor's degrees and many have Master's degrees. Academic departments insist that a DEC alone is insufficient for technician positions; in addition, experience is considered essential.

The table below summarizes the number of support staff hirings that have taken place over the past three years. Since the majority of support personnel are female, it is not surprising to find a significantly higher proportion of women hired than men.

SUPPORT STAFF HIRINGS

YEAR	MALE		FEMALE	
	#	%	#	%
1985-86	9	40.91	13	59.09
1986-87	6	37.50	10	62.50
1987-88	11	29.50	29	72.50

However, if one examines the numbers of applications by males and females for specific jobs (below), it is clear that there is a clear division in the types of jobs men and women are hired for.

SUPPORT STAFF APPLICATIONS AND HIRINGS
JANUARY 1986-DECEMBER 1987

POSITION	MALE	FEMALE	HIRED
Lab Technician	17	7	1 M
Computer Operator I	8	1	1 M
Secretary II	0	117	9 F
Office Clerk - Cl. Prin.	2	8	1 F
Lab Attendant	21	9	2 M/1 F
A-V Technician	8	6	1 M
Office Clerk II	19	163	17 F/2 M
Secretary I	0	20	2 F
Labourer	35	0	3 M
Student Activities Tech.	21	23	1 M
Administrative Tech.	5	16	5 F
Swimming Pool Supervisor	4	2	2 M
Office Clerk I	9	75	8 F
Storekeeper II	9	5	1 F
Security Attendant	14	0	1 M

Women may formally or informally be discouraged from applying for traditionally male-dominated jobs. For example, no women applied for any of the three labourers positions above. However several years ago two women within the College did submit their applications. They received phone calls from the service essentially advising them to withdraw. (Did you really mean to apply for it?"). Note that these jobs paid more than the positions they presently employ.

4.2.7. Casual Employees

A number of services in the College utilize casual employees for "peak periods" to handle excess work or odd hours. Casual employees are used extensively by the Library, Conted, the Bookstore and the Registrar's Department. An estimated 120-150 people are employed for each of the five registration periods alone.

Casual jobs are not posted. Services keep a list of names from which they draw casual workers. These people are found through word-of-mouth recruitment; many are friends and relatives of College employees. Students are often found amongst this group of workers.

These workers are screened and trained. However there is no formal interview or systematic hiring process.

The Sports Complex also hires students as casual workers to help with maintenance and setups. In 1987-88 26 students were employed at the Sports Complex, 14 males and 12 females.

The Cad Cam Centre will, from time to time, hire a part-time technician on casual contract if a weekend course demands it.

Casual workers find that it is very difficult for them to gain access to regular work at the College since they have no hiring priority rights. They may work in a position on and off for two or three years. However if the position becomes permanent and is posted they are perceived as external candidates. Internal candidates have first priority to the posted job.

4.2.8. Service Contracts

Service contracts are used to employ guest lecturers and people who perform one-time services for the College (such as tuning pianos, calligraphy for diplomas, photographers for the year book, etc.). No formal recruitment and hiring process must take place for such positions and the College has no official hiring guidelines.

People who teach non-credit courses at the Cad/Cam and Seminar Centres are hired on service contracts.

The Seminar Centre does not actively recruit candidates for teaching and consulting positions. Word-of-mouth recruitment is quite common and a bank of candidates is kept at the Centre. (This is true for the Cad/Cam Centre as well). Hiring criteria is officially the same as for all teachers--"Master's degree or equivalent". This means that a candidate must have more than a Bachelor's degree--a graduate degree or certificates, consulting and teaching/training experience.

Conted runs several innovative programs, such as P.O.W.E.R. and S.C.I.L.L.S.. Consultants who do counselling and animating work for these programs (who are all female) are hired on service contracts. They are found through professional networks.

Student Athletics hires 20-30 coaches per year on service contracts. The Director of Athletics uses his professional network to find experienced coaches. Some of the people hired are former Vanier students. Hiring criteria include good technical knowledge of a sport, a good personality and good communications skills. These latter two criteria are quite subjective.

The Quebec Charter of Human Rights forbids posing questions to candidates on their personal and family lives. The Director of Athletics admitted that such questions are regularly asked to potential coaches because "people with families know what commitment and responsibility is".

In the fall of 1987 only 4 coaches (10.53% of the total) were female. The Director of Athletics admits that Vanier used to have a better sex balance in its coaching staff. He claims that this is because there are fewer women available to coach now.

4.3. EMPLOYMENT AND SALARY CLASSIFICATION

4.3.1. General Overview

The notion of equal pay for work equal work has been enshrined in federal and provincial laws for several years. That is, men and women who do the same work should earn the same salary. Certainly there are few people in North America in 1988 who are not in agreement with the principle of non-discrimination in salary.

However the idea of equal pay for work of equal value (often referred to as pay equity, salary equity or salary restructuring) is a concept by which an employer must compare the "value" of work in one classification of employment where there's a predominance of women to the "value" of work where there's a predominance of men. If they are deemed to be equivalent, the two classifications should be paid the same wages.

Article 19 of the Quebec Charter of Human Rights and Freedoms guarantees equal pay for work of equal value. Cases of salary inequity can be shown if job classifications appear comparable in terms of qualifications, effort, level of responsibility and working conditions yet have different salary scales.

It is true that salary scales at Vanier are not, strictly speaking, sexually discriminatory. A man and a woman who occupy a job with the same classification, who hold the same experience and the same scholarity, will earn the same salary. However the tables presented in the statistical portrait confirm that men and women arrive in the labour market with essentially equal skills, yet are typically assigned different jobs. This is reflected in their earnings. Systemic discrimination has produced wage gaps between men and women that continue to be perpetuated.

Salary scales for Cegep employees are determined by collective agreements and ententes. Thus any systemic discrimination that is found, and any changes to the scales, must be discussed at a provincial level. Nevertheless it is appropriate in this report to compare classifications where there is a concentration of women with those that have a concentration of men.

As well, several additional questions pertaining to salary have emerged. Are males given more recognition for their experience and scholarity than females? What are the criteria for moving up salary echelons? Is there salary discrimination in the use of casual and service contracts?

Employment classifications are defined for all employee groups, except teachers, in provincial job classification plans. These classifications are linked to salary scales.

Although it is often very clear to what classification an employee belongs, sometimes it is up to the discretion of the College exactly how an individual will be classified. An accountant may, according to Vanier's Director of Personnel, be classified in seven different ways in three different job categories (this excludes teaching positions). Some of this differentiation depends on level of responsibility, job description, etc.. However sometimes the decision to classify an employee in one way rather than another comes down to a budgetary (or some other) decision. The difference in salaries between classifications can be over $15,000.

Although written job descriptions exist for all support staff and many gerant and professional positions, many are outdated and have not been changed in several years. Some are very detailed, others are not. They usually provide a general description of a job and a generic description of the tasks involved. A proviso is often tacked on to cover those tasks that might have not been included: "and such other duties as deemed necessary". Job descriptions for similar jobs are often not uniform since they were not written by the same person.

Job descriptions are rewritten when a position becomes vacant and there is a posting for a job. They may also be revised when a supervisor requests a re-classification of a position or with the restructuring of a service or sector. With the move of the Snowdon campus and the merger of many services, the nature and even titles of jobs have changed. This has not been reflected in a change of job descriptions for many positions.

4.3.2. Cadres and Gerants

The number of gerants in the Cegep network, and at Vanier, has been increasing. This has not been due so much to the needed increase for middle-level managers as to how certain jobs are being classified. One of the reasons for choosing to make a job a gerant position is because of the flexibility it offers the College since it is a non-unionized sector. Salaries may be lower than in unionized positions. A number of jobs that were previously filled by support or professional staff have been made into gerant positions over the past few years.

Although cadres and gerants are considered one group for classification purposes, and are linked together in the same employee association, they are very different. This is reflected in a salary gap between the two groups that is increasingly widening. In addition, gerants at Vanier are not part of any College-wide decision-making process. (This is not true at other Cegeps).

Although positions for administrators are clearly described in a provincial classification booklet, some flexibility does exist for local administrators when determining a classification. The Director General may choose to change the nature of a job in order to classify a person in a lower classification (and thus at a lower salary). Sometimes a particular job may be classified according to who might get the job and how much he or she is deemed to be worth. In reality, this has meant classifying people at the lowest possible level. Employees have little choice and have been told to "take it or leave it".

There have been several cases at Vanier of women who have filled cadre and gerant positions who have been misclassified and/or declassified. In one case a reclassification occurred only after many years of an employee fighting for an upgrading of her classification. In two other cases the responsibilities attached to the job were diminished and job titles were changed in order to keep the employees in a lower classification.

Although minimum and maximum salaries are set by the province for each gerant and cadre classification, there is no uniformity or way of determining what an employee's earnings should be. If a previous College employee joins the cadre or gerant ranks he or she receives an automatic 15% salary increase up to the maximum of his or her classification. If a cadre or gerant receives a promotion within their job category the salary increase is restricted to a maximum of 10%. However, if an employee is hired from outside the College they negotiate their salary. This usually falls between the minimum and maximum set for their job classification.

SALARY SCALES FOR CADRES, 1987-1988

CLASSIFICATION	MINIMUM	MAXIMUM	% F
Coordinator	$38,051	$54,559	11.11
Director	$40,337	$58,115	0.00
Campus Director	$42,094	$60,804	0.00
Director of Academic Ser.	$43,025	$62,196	0.00
Director General	Not listed in class. book		

SALARY SCALES FOR GERANTS, 1987-1988

CLASSIFICATION	MINIMUM	MAXIMUM	% F
Manager-Support Services	$22,479	$29,012	0.00
Administrative Agent	$27,540	$34,425	45.45
Manager-Supply Services	$29,013	$37,013	0.00
General Foreman	$29,805	$34.373	0.00
Specialized Foreman	$30,428	$35,372	0.00
Administrative Assistant	$33,875	$42,760	66.67
General Manager	$35,249	$45,452	0.00

Judging from the data on cadre and gerant salaries presented in the statistical portrait, males must negotiate higher salaries upon initially being employed at the College than their female counterparts. Women clearly earn less than the men--even when they are in the same job classification.

It should be noted that the female gerants are all classified in two classification groups. Although these are fairly highly paid classifications, the highest gerant classification is reserved for "regisseur general". Since this is a traditionally male job, women are unlikely to fill this position (or have access to such a salary). In fact, all the female gerants work in areas that have a predominance of female staff.

Some of the female gerants are actually doing jobs that could be classified as professional positions. Their salaries would be slightly higher in that job category.

Cadres and gerants receive an additional "bonus" to their annual salary with merit pay, which is not included in the regular salary scales. The government distributes 2% of the "masse salariale" to each College to be distributed amongst its administrators. Over the past few years all cadres and gerants automatically received 2% of their salary. This past year the government stipulated that merit pay should be given "to those who are most meriting". It is unclear how this is determined (there is no written policy or procedure), or who determines this, as there is no formal system of evaluation for cadres or gerants in operation.

4.3.3. Professionals

With the negotiation of the last collective agreement the professionals received a new classification plan to replace the previous one that had not been changed in 10 years. Job descriptions for each classification are quite detailed, although all have "and other related duties" attached to them. This means that up to half of a professional's tasks may actually be those that fit into another classification.

The table below presents the first and last echelons of the annual salary scales for each professional classification. The proportion of women in each classification has been included. It shows that sex does not appear to be a variable in the determination of salaries.

SALARY SCALES FOR PROFESSIONALS, 1987-1988

CLASSIFICATION	1ST ECHELON	2ND ECHELON	% F
Student Activities Animator	$23,528	$41,497	50.00
Admin. Officer	$23,811	$43,464	66.67
Specialist in Teaching Methods	$23,811	$43,464	75.00
Student Affairs Coun.	$23,811	$43,464	0.00
Academic Advisor	$24,654	$46,594	100.00
Analyst	$24,654	$46,594	0.00
Guidance Counsellor	$24,654	$46,594	66.67
Education Advisor	$24,654	$46,594	100.00

One of the female professionals, who was an "attache administration", was put on surplus (MED) status several years ago. Surplus professionals have 100% salary security (paid by Quebec, not the College). The College decided to have her work on a "special project"--doing an Academic Advisor's job. Academic advisors are paid at a higher salary scale. Thus this employee was being paid a lower salary for doing the same work as the other academic advisors in the College. As of July 1987 the MED status was removed and the proper classification has been granted.

Although there is a professional classification for pastoral animator, the woman who has been working in this position for over five years was, until this September, hired on service contracts. The explanation for this situation was budgetary. However a calculation of salary indicates that it would not have cost the College more money to give this employee a regular contract. She would then be eligible for employment benefits (pension, UIC, etc.). Update: the union filed a grievance and the employee has now been given a regular part-time professional classification.

Nine of the professionals earn more money than their colleagues with similar experience and scholarity because they had previously been classified in a special salary class.[34] This pay category (P1) was a special classification that was a form of merit pay--that is, professional staff could receive it after they got a favourable evaluation and recommendation from the cadre in charge of their service once they had reached the top of their salary echelon. However two male professionals were given this classification when they were first hired at the College. P1 was eliminated from the last collective agreement because it was deemed to be arbitrary.

4.3.4. Faculty

Teachers do not, in the strict sense of the definition, receive equal pay for equal work. Pay echelons are based according to a person's recognized work experience and scholarity using classification tables established by the Quebec government.

SALARY SCALES FOR TEACHERS, 1987-1988

SCHOLARITY	1 YR. EXPER.	15 YRS. EXPER.	% F
16 years	$22,735	$37,259	13.65
17 years	$24,434	$40,167	25.99
18 years	$26,260	$43,329	24.23
19 years	$28,257	$46,096	36.12
PhD: 19+ (1987)	$ 3,187		
PhD: 19+ (1988)	$ 3,452		

As explained in Section 2.6.1., a teacher's salary increases with each year of recognized work experience (to a maximum of 15 years) and with each year of recognized scholarity. A teacher with 15 years work experience (which the majority of Vanier teachers have) and 16 years scholarity currently earns $11,799 a year less than a PhD with the same work experience. (See Section 2.6.1. above for further discussion of teacher salaries).

Several problems have surfaced over the manner in which people have been classified that appear to point to injustices in the system. The province has tightened up its system of classifying teachers so that women and men who have been recently hired (in the past 8 to 10 years) have been accorded less scholarity for the same degrees as teachers who entered the system earlier. For example, some people with Masters degrees are accorded 17 years of scholarity while others are accorded 18 years.

People are classified according to the number of years of schooling and not by the degrees they have obtained. Thus a person with a Bachelor's degree and two certificates or diplomas may be in a higher salary classification than a person who has completed a Master's degree.

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[34] In 1986 it meant an additional $1,000-$4,000 annually.

The provincial classification booklets accept certain programs of study and not others. For example, a Creative Arts teacher who studied at the Musee des Beaux Arts was not given any credit for her work.

Evaluation of experience can also be arbitrary and subjective. There are no written rules. What is deemed to deserve credit is often at the discretion of the individual responsible for the teacher's initial salary classification. An English teacher who worked for a publisher for one year received no credit for her work experience. Some teachers who were teaching assistants in university were granted a full year's work experience; others were pro-rated for their teaching work. As a rule, there is no recognition for volunteer work.

In addition, many women have lost credit for work experience (as well as seniority) due to maternity leaves. The 1976 collective agreement stipulated that women who took time off for maternity leave should not lose seniority or experience. However there was no "grandmother" clause and women who had lost experience before 1976 never received credit. It should be noted that non-permanent female teachers still lose experience (although not seniority) when they take an extended maternity leave.

4.3.5. Support Staff

The current support staff classification plan was introduced in April 1987. Although it was recently rewritten, with the increasing use of technology many of the job descriptions in the plan appear to be outdated. A detailed study of the impact of technology on working conditions and job classifications is just beginning to be done at the provincial level. Meanwhile many support staff have started to use computers in their daily tasks. There has been no increase in salary scales or salary echelons, leaving a clear impression that many of these jobs are undervalued and misclassified.

It is difficult to find the criteria that is used to determine the differences in salary scales between classifications. The classification booklet mentions qualifications (experience and training) as well as the complexity of the work involved. It is unclear how this latter element is determined. The level of responsibility of the job in question, stress factors, working conditions, organization and communication skills, and bilingualism are factors that appear to be missing. (These elements are often listed as required qualifications on job postings).

In addition, many clerical workers have started to work on computers with additional tasks and workload. Yet there has been no corresponding increase in echelon, category or salary.

Employees move up a salary echelon with each year of paid work experience. One year of education beyond the minimal requirements for a position merits two echelons on the salary scale. Once a person reaches the top of her or his salary scale the only way to increase earnings is through a promotion to a different classification.

The table below indicates the hourly pay scale for the first and last echelons of each support classification. It should be noted that the number of echelons varies enormously from one classification to another. The proportion of women in each classification has been included in order to determine if sex is a variable in the determination of salaries.

SALARY SCALES FOR SUPPORT STAFF, 1977-1978

CLASSIFICATION	1ST ECHELON	LAST ECHELON	% F
Office Clerk II	$ 9.33	$10.28	85.00
Secretary II	$ 9.33	$11.69	95.65
Storekeeper II	$ 9.33	$10.80	50.00
Telephone Receptionist	$ 9.36	$10.70	100.00
Lab Attendant	$ 9.36	$11.32	33.33
Security Attendant	$ 9.43	$11.32	25.00
Swimming Pool Super.	$ 9.43	$11.32	0.00
Offset Duplicator Op.	$ 9.45	$12.62	33.33
Office Clerk I	$ 9.87	$12.70	81.25
Phototypesetter Oper.	$10.02	$13.94	100.00
Storekeeper I	$10.20	$13.03	0.00
Computer Operator I	$10.33	$13.95	33.33
Labourer	$10.44	$10.97	0.00
Documentation Tech.	$10.59	$16.52	100.00
Recreational Act.Tech.	$10.59	$16.52	50.00
A-V Technician	$10.59	$16.52	0.00
Light Vehicule Driver	$10.69	$11.23	0.00
Secretary I	$10.73	$12.90	100.00
Administrative Tech.	$10.77	$16.98	83.33
Lab Technician	$10.77	$16.98	45.00
Electronics Tech.	$10.77	$16.98	0.00
Graphic Arts Tech.	$10.77	$16.98	0.00
Trades Helper	$10.94	$11.49	0.00
Gardener	$11.46	$12.04	0.00
Computer Technician	$11.80	$18.24	66.67
Steamplant Operator	$12.31	$12.59	0.00
Painter	$12.33	$12.94	0.00
Storekeeper-Cl.Princ.	$12.40	$15.86	0.00

CLASSIFICATION	1ST ECHELON	LAST ECHELON	% F
Office Clerk-Cl.Princ.	$12.48	$15.26	60.00
Carpenter	$12.65	$13.27	0.00
Certified Labourer	$13.17	$13.82	0.00
Pipe Mechanic	$13.92	$14.60	0.00
Computer Tech.-Cl.Pr.	$14.60	$20.10	100.00

Many of the classifications for support personnel have a small number of salary echelons. This is especially true in those classifications where women are employed. For instance, Office Clerk - Cl. Principale starts off with a higher salary than technicians. However since there are fewer echelons for an office clerk (6 compared to 12 for technicians) the potential earning power is lower.

It should be noted that many casual employees who work during the registration periods are classified as "Office Assistant". This is the lowest classification for support staff--no regular employees are classified in this way. The majority of casual workers are female (see section 2.7.3. of the statistical portrait).

4.4. EMPLOYEE TRAINING AND PROFESSIONAL DEVELOPMENT

4.4.1. General Overview

Professional development is a way to acquire the qualifications that are needed to accede to certain positions or to increase one's competencies in one's present position. For those activities leading to increased scholarity (that is, that lead to an academic degree), it should also be considered as a way of increasing one's salary.

Professional development policies for College employees are set out for each job category by local parity committees, although guidelines are outlined in the provincial collective agreements. This section of the report will, in part, analyze to what extent these policies take into account the needs of female employees. Information and statistics were provided by the Director of Personnel and the union representatives of the P.D. committees.

All job categories have a limited amount of funds available to distribute to employees. If a conference or seminar is prohibitively expensive employees must seek other funding sources or (as often happens) not attend. This is more problematic for support and professional employees, who have very little funds available to them.

Although many supervisors do not directly discourage their employees from taking advantage of P.D., the time that must be taken off from work is a consideration and may prevent staff from utilizing their funds and supervisors from sending employees for training and skills development. The College does not have a policy of encouraging supervisors to identify the skills and training required for their personnel.

Since there is no Vanier policy that encourages the training of College staff (either upon entry into a College position or to upgrade employee skills), supervisors make decisions to do so on their own and must use their departmental budgets. This is particularly crucial in areas that are experiencing technological innovation. Employees have often had to use their own P.D. funds to attend seminars on computer technology. Even if a brief training course is provided by the College, employees often have little or no practice time to properly learn how to implement their new skills. Sometimes the technology used in the College is completely different from the system the employee was trained on.

The statistics included in the sections below do not include monies that were allocated by service heads to send employees to seminars, conferences or workshops. It is thus unclear whether men receive such funds more often than women or not.

All College employees (excluding short-term replacement and casual workers) may enrol in any Vanier credit course free of charge, providing there is room. This College policy is not well publicized. No separate records are kept of how many employees make use of this policy, although Conted estimates there are five per semester. Few take these courses because they are work-related; it is out of interest.

Professional development mini-grants for short-term research and development projects have been available to Vanier faculty, staff and students since 1980.

Once a year the College holds a Professional Development Day when classes are not scheduled. All employees are invited to attend workshop sessions and other activities related to various aspects of teaching and learning. The P.D. days have been well-attended by all categories of College employees.

4.4.2. Cadres and Gerants

According to the cadres and gerants professional development guidelines adopted in 1984-85, "Professional Development for Cadres and Gerants at Vanier is intended to contribute to the applicant's administrative and educational competence". The criteria outlined in the policy make it clear that the activities should be related to the employee's present job and not used for future growth. Some employees have used the funds to attend training sessions offered by the Ministry of Education (MESS). Other employees have used the funds to take computer courses at the Seminar Centre.[35] An employee must get her or his supervisor's approval or recommendation to attend a conference, seminar or workshop.

Until this academic year the College annually set aside an amount corresponding to 0.5% of the "masse salariale" for cadres and gerants professional development. These employees could receive a maximum of $1,100 every two years. In any given year the maximum was $800. A committee of three people was responsible for overseeing the distribution of the funds.

The figures below illustrate that for the last three years cadres, on average, received more money for professional development than gerants.

YEAR	CADRES		GERANTS	
	#	AVR. $ REC'D.	#	AVR. $ REC'D.
1985-86	5	$594.80	6	$188.33
1986-87	5	$722.20	6	$257.17
1987-88*	3	$395.00	7	$172.00

* - As of May 25, 1987

The figures below show that for two of the last three years males received, on average, more money for P.D. than their female colleagues.

YEAR	MALES		FEMALES	
	$	AVR. $ REC'D.	#	AVR. $ REC'D.
1985-86	7	$510.57	4	$132.50
1986-87	8	$407.00	3	$632.67
1987-88*	7	$413.87	3	$311.13

* - As of May 25, 1987

The amount of funds available for cadres and gerants P.D. appears likely to be reduced (by more than half) for the coming year. The D.G. may make further funds available for College-related activities. The P.D. Committee will not be responsible for dispersing these funds. It is unclear, as of September 1988, what the P.D. policy will be, how much money will be available and to whom, and whether a P.D. committee will exist at all for cadres and gerants.

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[35] The Seminar Centre now has a policy of offering its courses free-of-charge to College employees if there is space available in the courses. Many people pay course fees to be assured a place in a training session.

4.4.3. Professionals

The official Vanier College policy for professional development for professionals was issued in February 1980 and is outdated.

According to Quebec government guidelines, P.D. for professionals is supposed to provide employees with the "real possibility of training and development in activities, studies or stages that would be useful or relevant to their work".

For 1987-88 the government allocated $55 for each regular, full-time professional for professional development purposes. An extra $12 per person was added for training linked to changing technology. The local Vanier P.D. guidelines allows a maximum of $500 per person annually, although no one has ever received that much since the funds are well-used for credit and non-credit courses, conferences and workshops. (All employees who apply for funds may receive the maximum allocated by the government. If spending exceeds this amount, monies that remain in the fund at the end of the academic year may be distributed on a pro-rata basis). Part-time employees and people on leave are eligible to apply for funds.

Even taking into account the predominance of females in the professional ranks, women employees take advantage of P.D. funds more than their male colleagues and spend more on average (as the statistics below indicate). One female took credit courses; the other employees went to seminars, workshops, conferences and took non-credit courses.

YEAR	MALE		FEMALE	
	#	AVR. $ REC'D.	#	AVR. $ REC'D.
1985-86	2	$176.50	8	$203.25
1986-87	1	$124.00	8	$218.75
1987-88	-	---	8	$212.69

Because of the limit of funds available for professional development, the professionals' union passed guidelines in October 1987 to establish a P.D. fund using union monies "to encourage and subsidize...members in activities they might otherwise not be able to consider". Each year four people have the opportunity to use a maximum of $500 to supplement the provincially funded P.D. program. A chronological seniority list is used to determine who has access to this special fund.

4.4.4. Faculty

According to the Faculty Professional Development Application Rules and Procedures, "All faculty, including those on leave of absence, may apply...for expenses for conferences, courses and workshops related to the applicant's subject area or teaching duties". The fund may also be used by "teachers who would like to develop another specialization that is offered at Vanier College". Many faculty have taken university courses to increase their scholarity for purposes of salary classification; others take courses out of interest and personal development. In-house training programs and workshops are encouraged and funded if the subject matter is related to professional development. French courses are also funded. Hourly paid teachers are excluded by the policy.

The government allocates $137 for each full-time teaching equivalent at the College. The maximum annual amount any teacher may claim varies between $300-$500, depending on how many people use the P.D. fund. Mileage, parking fees and library access cards may be claimed; child care expenses are not included.

I was able to analyze professional development statistics for faculty for one year--1987-88. The figures tabulated below are as of June 15, 1987. These do not take into account all expenditure reports since the year officially ends June 30th.

As the table indicates, despite the fact that women hold only 42.5% of all faculty positions, they submitted more applications for the use of professional development funds. Seventeen of the women who used P.D. funds were part-time employees; six of the male faculty who used the funds had this status. However the 95 males who submitted expenditure reports spent, on average, more P.D. funds than the 128 women who submitted reports (an average of $343.01 compared to $271.93).

TYPE OF ACTIVITY	**MALE**	**FEMALE**
Course (credit or non-credit)	33	51
Other	89	109
TOTAL	122	160

The fact that more women are using the funds than men can be explained by their lower scholarity and experience on the one hand and changes in the technological programs on the other. As the table below indicates, faculty in female-dominated departments and programs have tended to apply for P.D. funds more than other departments.[36]

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[36] Note that these statistics cover the entire 1987-88 academic year. Thus there may be more people in some disciplines than the figures given in the statistical portrait (Section 2.6.2.) indicate. As well, many faculty teach in more than one discipline. They are listed below in their "main" discipline.

DISCIPLINE	# MALE	# FEMALE
Biology	2	3
Physical Education	11	10
RAT	4	8
Natural Science	4	1
Nursing	1	32
Mathematics	9	7
Chemistry	8	3
Physics	7	1
Architectural Tech.	0	1
BSET	2	0
Drafting	0	0
Electrotechnology	2	0
Geography	0	2
Early Childhood Ed.	0	9
History	2	0
Philosophy	0	0
Humanities	12	12
Psychology	4	7
Special Care Counsell.	4	8
Religion	0	0
Anthropology	0	0
Economics	2	0
Political Science	2	1
Sociology	3	6
Bus. Admin./Commerce	4	0
Office Systems Tech.	0	9
Computer Science	4	1
Creative Arts	3	9
Music*	3	5
French	2	5
English	20	16
Spanish	0	3
Italian	1	1
German	0	1
Russian	0	0
Hebrew	1	0
Cad/Cam	2	0

* - Hourly paid teachers are excluded since they are not covered by the Policy.

It is unfortunately impossible to determine how many faculty have used P.D. funds to increase their scholarity. The data that is available fails to differentiate between funds that are used for improving scholarity and those for general "perfectionnement".

During the academic year teachers often request time to attend conferences and workshops. Figures for the 1986-87 year indicate that more women request P.D. days than men (33 women compared to 24 men). However men take, on average, more P.D. days off than women (2.77 days compared to 1.92 days).

The question has arisen as to whether training and courses that are necessary for the performance of one's job should be paid from professional development funds or at the employer's expense (see Section 4.4.5. for a discussion of this issue as it relates to support staff).

For example, Office Systems Technology faculty (for the most part female employees) had to upgrade themselves when the old Secretarial Science grid changed and the program became computerized. The faculty were offered courses at the Seminar Centre "at cost". They used P.D. funds to pay the fees.[37] However Business Administration (a male-dominated discipline) received discretionary funds from an Associate Dean for an in-house seminar on computerized accounting.

A provincial parity committee exists that sets priorities and chooses recipients for recyclage (surplus teachers training for other disciplines). Any teacher who is declared MED is eligible to apply but must have an official recommendation by the College. There are no local written guidelines for this procedure nor for the criteria that is used to recommend a project or not.

Since 1983-84 there have been a total of six Vanier faculty who have received approval for recyclage projects. Only one of these teachers, who received approval for 1988-89, is male. This is not surprising since provincially the government has given more weight to female candidates, especially those recycling themselves into traditionally male-dominated areas.

Many Vanier teachers have applied for funds to internal, provincial and federal research programs with the help of Vanier's Research and Development Service. Male applications and acceptances are higher for internal funds and those that are distributed by the provincial FCAR grants. The ratio of female applications and acceptances has been increasingly higher over the last three years for the federal programs. In the provincial DGEC programs, although males submit more applications, more female applications are accepted.

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[37] It should be noted that the average scholarity for OST is 16.5 years. The courses taken at the Seminar Centre did not count towards increasing scholarity.

4.4.5. Support Staff

A College policy for professional development of support personnel was last issued in February 1980. It is outdated and rarely (if ever) referred to. The most recent set of P.D. guidelines for support staff which was approved by both the College and the union was issued in 1986-87.

The total amount of monies available for professional development, in accordance with the collective agreement, is $36 per regular full-time position. No funding is received for any regular part-time position, casual or student workers. However, regular part-time employees and replacement employees who have worked a minimum of six months are eligible for P.D. funds.

A maximum of $400 per year may be spent by any one employee. Transportation expenses may be covered; day care expenses are not included.

Courses, conferences, workshops and seminars which are job-related or are of an academic nature are granted priority for funding. Several support personnel are taking evening university courses to try to finish undergraduate and graduate degrees and/or improve their French. This would permit them to move on to other jobs.

Support employees have taken word processing courses at the Seminar Centre. The union now objects to the use of P.D. funds in this manner. Many staff now need such computer skills to perform their daily tasks and it is felt the College should provide such training for employees (that is, it is for the need of the service and not for the development of the individual).

An analysis of P.D. statistics for the past three years[38] indicates that: proportionally more female employees than male apply for funds (in 1987-88 7.5% of the male support personnel received funds compared to 14.3% of the female employees); an increasing number of people are taking credit courses; service employees fail to apply for funds while technical and para-technical staff are "heavy users"; and this latter group receives, on average, more money than the clerical support group.

The first table offers a sex distribution of support P.D. funds. Numbers in parentheses indicate the number of people who enrolled in credit courses.

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[38] These statistics are based on printouts provided by the union representative on the P.D. Committee. The printouts for 1985-86 and 1986-87 appear to be incomplete, although this is unclear since proper records were not kept in the past.

YEAR	**MALE**	**FEMALE**
1985-86	3	11(3)
1986-87	8(3)	15(5)
1987-88	6(1)	16(9)

The table below indicates the numbers of technical and administrative personnel who received P.D. monies. Note that of the five clerical staff who received funds last year, four took credit courses. Four of the six the previous year used their money for the same purpose. This indicates a strong desire to improve skills and move into other positions (career development).

YEAR	**TECHNICAL**		**ADMINISTRATIVE**	
	M	**F**	**M**	**F**
1985-86	1	9	2	2
1986-87	6	9	2	6
1987-88	6	11	-	5

The final table presents an average of the amount of money that was distributed to male and female employees in the two job categories. Female administrative employees clearly receive less money than any other group.

YEAR	**MALE**		**FEMALE**	
	TECH.	**ADMIN.**	**TECH.**	**ADMIN.**
1985-86	$100.00	$319.95	$246.11	$ 94.90
1986-87	$200.58	$235.73	$244.17	$168.45
1987-88	$255.48	---	$237.25	$109.54

All requests for P.D. must be approved by an employee's supervisor. Requests have been turned down for activities that demonstrate no clear link to a person's work. This has included requests for computer courses. One of the problems is that during peak periods of the academic year it is difficult to grant time off to employees when departments are working with a minimum of staff.

Supervisors vary in the amount of support they give for staff development and training. For instance, one of the two female workers employed in the Printshop has been trained on-the-job on how to run a press. Data Processing staff are given time to read the programming manuals and practice. Other supervisors also try to give their staff responsibilities that will help in career development and/or provide in-service workshops and training sessions. However many supervisors do not do this; it is up to the good-will of the individual in charge. There is no College policy to encourage employee training and development.

4.4.6. Casual, Student and Service Contract Employees

As mentioned above, this group of employees is not eligible to access professional development funds from any of the regular College funds. This presents a problem for these workers. For instance, athletics coaches are required to take workshops, seminars and clinics. They must pay their own fees to sports governing bodies.

Supervisors of these workers do try to provide some training, although time limitations present problems. The Bookstore provides a one-day training session for its casuals. Conted and Registration do the same. Athletics provides study sessions and a coaches' manual that includes information on how to supervise, evaluate and run activities.

The Conted Academic Coordinator has applied for and received provincial "perfectionnement" grants for Conted teachers. These workshops have dealt with teaching techniques for adult learners. Since these teachers are paid on an hourly basis for class time only, these workshops have had limited attendance (20 to 30 of the Conted faculty participating).

4.5. EVALUATION

4.5.1. General Overview

There is no official College policy on employee evaluation and no uniform system of evaluation is presently applied. Personnel distributes evaluation forms to all supervisors at the end of May. (Even this was not done for a couple of years). However many supervisors do not fill the forms out and/or do not return them to Personnel. Some supervisors have developed their own evaluation tools that they use within their own service.

There is widespread skepticism as to the effectiveness and utility of the present evaluation process. It is not clear to most employees what the purpose of evaluation is.

Some people view it as a tool to initiate a dialogue between a supervisor and employee on a person's strengths and shortcomings in a given position, to develop skills and remedy weaknesses. Such a tool could help to determine if a person should be granted a promotion and help staff in their career development plans. However there is little opportunity at Vanier to reward employees who receive a good evaluation--either by promotion or through financial rewards. And not all supervisors sit down with their staff to give personal feedback on evaluations.

Other people feel that an evaluation process should clearly be linked to professional development and training.

Both the College and the unions agree that the present evaluations should not be used in a hiring process. (Evaluations exist for some employees and not for others, there is no uniform system of evaluation, the results of such evaluations often depend on the personalities of the people conducting the evaluation and the person being evaluated, and there is a perceived problem with confidentiality).

Since it is unclear what purpose the evaluations serve, they are viewed by many people as dangerous and/or are not taken seriously. (See Section 5.6. below for employee perceptions).

4.5.2. Cadres and Gerants

A formal evaluation mechanism (including an official evaluation form) exists for gerants but not for cadres.

Cadres are implicitly evaluated by the Director General. At the beginning of each academic year cadres meet with the D.G. to orally discuss their priorities and objectives for the year. They may then look back at the end of the year and evaluate what was accomplished.

A system of evaluation is now required by the Quebec government in order to distribute the annual "merit pay" (see Section 4.3.2. above). It is not clear how this evaluation is done; no written policy or procedure exists at Vanier.

4.5.3. Professionals

Although a College policy for the evaluation of professional staff was issued in February 1979 (and is still officially listed in the Policy Book), professional employees have not been evaluated in recent years.

A probationary evaluation is conducted for all professional employees who are newly hired at the College using a Probation Evaluation Form. All such evaluations for professionals have been positive.

4.5.4. Faculty

Over the past two years faculty have been in the midst of heated discussions on faculty evaluation. Departments and programs are viewed as responsible for defining minimum professional responsibilities and evaluating whether or not such responsibilities are being met.

Evaluation of faculty is perceived to be clearly linked to faculty professional development, that is "activities that are intended to improve teaching effectiveness, whether they be creative teaching innovations, preparation of course materials, remediation of specific problems, seminars, etc.".[39] Many departments and programs have been engaged in such activities for many years.

Departments vary widely in the types of evaluation tools that are used, the rationale for evaluation and in the evaluation process itself. However, with one exception, the evaluation criteria that have been employed by departments/programs have been known by all members.

All teachers who teach in Conted have an evaluation questionnaire distributed in their classes. If there are major problems the teacher meets with the Conted Academic Coordinator (who keeps the evaluation results confidential) to discuss possible areas of remediation. If a teacher receives three negative evaluations (that is, there is no improvement) he or she may be asked not to teach Conted courses again.

The Cad/Cam and Seminar Centres use the Conted teacher evaluations for their courses as well.

4.5.5. Support Staff

A College policy for the evaluation of support staff was issued in February 1979. It is still officially listed in the Policy Book although it is outdated.

In 1981 the evaluation form was revised in order to base the evaluation on tasks performed and render it less subjective. The form fails to use sex neutral language in one question--"Problem solving--the ability to tackle problems on his own when appropriate and find constructive solutions". This is particularly important to note because such a skill would be considered very important in evaluating an employee for a promotion. The language used excludes women from this possibility.

As mentioned above in Section 4.5.1., many supervisors do not conduct annual formal evaluations of their staff. However if a reclassification of a person in a specific position is requested, an evaluation of the tasks performed must be done.

An evaluation of support personnel who have been newly hired by the College takes place after a six month period using a

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[39] Position adopted by the VCTA General Assembly on May 11, 1987 on faculty development and faculty evaluation.

Probation Evaluation Form. Only two support personnel, one male and one female, have ever received negative evaluations and been dismissed.

4.5.6. Service and Replacement Contract Employees

No formal evaluation of this group of workers is normally done. If they do not perform a satisfactory job the College may terminate their employment and decide to not offer them future contracts.

The Seminar Centre uses the Conted teacher evaluation for those teachers on service contracts as well.

The Athletics Department distributes coach evaluations to students. It is presented to the coaches as an important tool in their teaching skills. The evaluations, which are subjective, often confirm the Director of Athletic's impressions. Coaches have failed to be re-hired as a result of such evaluations.

4.6. PROMOTION

4.6.1. General Overview

Promotion is the movement of an employee from one position to another, where the new position offers the employee a higher salary classification either within the same job category or in a different job category. Thus if an employee transfers from one job in the College to another but keeps her or his same job classification, this is not considered a promotion. An employee who remains in the same job but is reclassified would, according to our definition, have received a promotion. (This has occurred in a number of cases).

Part of the purpose of studying promotion practices is to ascertain the accessibility of promotions for female employees. Do employees know which positions can lead them to additional responsibilities? Are women encouraged for administrative positions?

As the statistics in the sections below indicate, the majority of people in the College who have received a promotion to a different job category have been male. If there are qualified women in the College who are available to fill these upper-level positions, this would indicate some level of systemic discrimination. These women might also be able to decrease some of the identified under-representation of female employees in certain positions if their talents and skills were utilized.

There is no Vanier policy to encourage the promotion of College personnel.

Although some colleges send out internal memos to ask people to send in their applications for both temporary and permanent positions, this is not the practice at Vanier. In fact, short-term replacement positions are not posted (see section 4.2. above) "if there is a suitable candidate to fill the job" and there are no College policies or procedures on what should be done with replacement openings. Although there is a moral obligation to favour internal promotion, it is not obligatory.

Some supervisors view replacement positions as a backhanded way of granting an employee within their service a temporary promotion. This is the way many interim positions (that later turn into permanent jobs) are filled. Other supervisors may hire an external candidate to fill the position.

As discussed in Section 4.2. on hiring and recruitment practices, employees who fill interim or replacement positions often do not meet the hiring criteria for the position as stipulated in the classification booklets. This practice does give these employees an opportunity to learn new skills and take on more responsibility. However when the position is finally posted and/or turned into a permanent position these employees are often turned down as candidates because they do not have the proper (educational) qualifications.

In a number of cases employees have been permitted to fill the position but the job classification is changed and they find themselves performing the same job for potentially less money. It is questionable whether this may actually be considered a promotion.

Because many of the promotion positions are not posted and official hiring committees are not always constituted for promotion positions, it is impossible to provide statistics on the number of male and female applicants for such positions.

One of the problems inherent in promotions between job categories is that employees may lose certain benefits (and most importantly seniority and thus job security) by accepting new positions.

4.6.2. Cadres and Gerants

Promotions to cadres and gerants positions, whether temporary or permanent, may be suggested by the supervisor in charge of a service but the final approval rests with the Director General. He alone judges a person's strengths, weaknesses and effectiveness and the qualities he feels a position calls for.

I have not analyzed promotions for cadres as the College has recently undergone a process of reorganization. The Vanier organogram and job titles have changed. However people's job classifications have not.

The women occupy middle and low-level posts which almost never lead to top positions. In fact, very few gerants--male or female--have ever moved into cadre positions at Vanier. In 1986-87 one male gerant received a promotion as a cadre. Several years ago a female gerant was successful in getting her position reclassified. It is difficult to perceive of this as a promotion since she had been misclassified originally.

Cadre positions require undergraduate university degrees and five to eight years experience in an academic or work environment (depending on the position). Although the Personnel files lack up-to-date data on cadres and gerants scholarity, several women gerants clearly have the qualifications required to be considered for upper administrative positions. Ten (90.9%) of the female gerants have at least 8 years of work experience within the College (see statistical portrait, Section 2.4. above).

It should be noted that several studies conducted in the United States, where Affirmative Action programs have existed for over twenty years, have demonstrated that one of the biggest obstacles to women receiving cadre positions comes from selection committees who have a tendency to judge women's experience as non-pertinent.

4.6.3. Professionals

It is possible for a professional to take a leave for up to a year to temporarily fill a gerant or cadre position without losing seniority or benefits. This has occurred twice in the Library (1987-88 being most recent) when the cadre in charge was on maternity leave and a female professional took her place. Other professional promotions over the last three years have been granted to males. In 1985-86 two male professionals received interim cadre positions. In 1986-87 a male professional was promoted to a cadre position.

As with the cadres and gerants, up-to-date data on professionals' scholarity is lacking in Personnel files. However all professional positions require undergraduate university degrees and all but two of the female professionals (that is, 86.67%) have 10 or more years of experience at the College. Thus there are clearly qualified women to advance to administrative positions.

4.6.4. Faculty

Even if women comprise 42.5% of teaching staff they are not well represented in the upper administration, even in those areas that are closely tied to the pedagogical life of the College.

Over the course of Vanier's history a number of faculty members have accepted cadre positions, including three women. However in recent years no female faculty members have been approached for promotions. Over the past three years only one male teacher received a promotion (1987-88) as an interim gerant.

Again, female faculty clearly have the required qualifications to fill administrative positions--196 female teachers (86.34%) have 17 years or more scholarity (this usually implies a graduate degree); 137 (60.35%) have 18 or more years. Over 80% of the female faculty have 10 or more years of experience. The contribution of women to the pedagogical life of the College (as coordinators and serving on such bodies as Academic Council) bears witness to their availability.

4.6.5. Support Staff

There are two types of promotion for support personnel--within the support job category and to another job category.

Promotion within the support job category, according to the collective agreement, is granted on the basis of seniority on the condition that the most senior candidate meets the requirements for the job. For many workers, this effectively means that the possibility of promotion to a higher classification appears to be non-existent.

Many of the support personnel find themselves at the top of their pay echelons, blocked in their careers. There are relatively limited paths of promotion. In order to qualify for a technical, para-technical or Secretary I position an employee must quit work or take a leave of absence and return to school to acquire a DEC. However these jobs are rarely filled through promotion; people are hired into them.

It should be noted that many of the support personnel do have higher educational qualifications--some even have graduate degrees. It would be of interest to determine what proportion of support staff, female and male, are overqualified for their jobs. Due to lack of up-to-date data on scholarity this has been impossible to determine. However the perception amongst both support employees and the College administration is that the proportion is fairly high. This can be a big source of frustration for employees who feel that their skills and talents are being under-utilized and unrecognized.

Because there is no policy or practice of training employees when they enter a position, employees find that they are often considered to be "disqualified" when they apply for a job since they do not understand the day-to-day operations of a particular position and/or service. That is, people are not given promotions and then trained for their new positions. If a candidate is weak in an area (for instance, lacks French skills), there is no encouragement for them to train or upgrade in order to qualify for promotions in the future.

It was not possible to gather statistical information on the numbers of support personnel who were promoted within the support job category. However a number of support staff received promotions to another job category over the past three years, as the tables below indicate.

SUPPORT PROMOTIONS TO ANOTHER JOB CATEGORY

YEAR	MALE	FEMALE
1985-86	--	1 (gerant)
1986-87	1 (teacher) 3 (gerants)	2 (gerants)
1987-88	1 (teacher)	2 (gerants)

SUPPORT INTERIM AND REPLACEMENT PROMOTIONS

YEAR	MALE	FEMALE
1985-86	1 (gerant) 2 (professionals)	1 (gerant) 5 (professionals)
1986-87	1 (professional)	1 (gerant) 2 (professionals)
1987-88	---	---

4.7. WORKING CONDITIONS AND EMPLOYMENT BENEFITS

4.7.1. PARENTAL LEAVES

All unionized employees have the right to parental leaves after the birth or adoption of a child with a guarantee to return to their original job or an equivalent position. Men receive five paid days leave after the birth of a child; women receive 20 weeks. Either parent may take advantage of unpaid extensions of these leaves for a maximum of two years. As will be noted below, even though men have access to such unpaid leaves, only one male support staff in the College has taken advantage of them.

Pregnant women are also granted four days (that may be taken as half days) for doctor's appointments.

Time that must be taken off for parental responsibilities (for example, to care for sick children) is deducted from an employee's sick bank or must be taken without pay.

Casual employees, who tend to be younger on average than other personnel and thus more likely to be having children, are not eligible for parental leaves.

Cadres and Gerants

Since cadres and gerants are non-unionized they have found difficulty taking parental leaves beyond the legal minimum. There is no written College policy governing such requests, although the provincial guidelines for cadres' and gerants' working conditions (PAS) does provide for extended maternity leaves with the College's agreement.

Several female employees have asked for extensions to their maternity leaves; answers have varied. One female gerant was told she could have an extension if her cadre supervisor approved. Another female gerant was refused an extension but went on sick leave when her doctor ascertained that she was under a health risk.

Several years ago the Director of Personnel was female. She argued in Policy Committee for the right of a female gerant to take a three month extended maternity leave. However when she requested the same for herself, she was refused. Last year the only female cadre remaining at Vanier was also refused her request for an extension to her maternity leave. (She had been granted an extension several years ago upon the birth of her first child).

There are several important implications of this policy (or lack of it). Firstly, women who decide they are not yet ready to return to work four months after the birth of a child run the risk of losing their jobs. Secondly, such policies serve to dissuade women from accepting administrative positions.

Professionals

Between June 1985 and June 1988 there were three professional maternity leaves and three maternity leave extensions. One professional returned to work part-time. She was replaced some semesters for the days she was absent and other semesters she was not.

Faculty

Each year eight or nine female faculty members take maternity leaves and extended parental leaves. It should be noted that non-permanent teachers do not lose seniority by taking extended maternity leaves, but they do lose experience (unlike permanent teachers). This affects their salary classification when they return to work.

A partial leave of absence for parental responsibilities (for up to .250 over the year) is now available in the collective agreement for all full-time teachers (including those faculty who are non-permanent). Two female faculty made use of these provisions in 1987-88.

Support Staff

Between June 1985 and June 1988, 1 male and 28 female support employees took parental leaves. In the same time period 1 male and 23 female support staff took extended parental leaves.

Clause 7-17.05 of the collective agreement gives an employee the right to leave with pay in the case of a family emergency (such as the sudden illness of a child).

4.7.2. OTHER LEAVES

Cadres and Gerants

Leaves for this group of employees are granted at the Director General's discretion. One male cadre asked for an unpaid year's leave of absence several years ago. He was granted a six month leave but was refused the full year since it would "set a precedent". He officially resigned and was rehired in a gerant position.

The Director General negotiated a paid leave of absence for one year (which he has taken in two parts) in his last contract with the College.

Sabbatical leave plans do not exist for cadres and gerants.

Apart from medical leaves, very few cadres and gerants take leaves. There were none last year. In 1986-87 two male cadre took leaves without pay; one female gerant took a leave without pay.

Professionals

Many of the professional employees take unpaid leaves of absence. For many people, this is to extend their vacations. Two female professionals have taken full year unpaid leaves.

Although this group of employees is eligible for the sabbatical leave plan, only two (females) have taken advantage and enrolled. One professional has taken a sabbatical leave thus far.

The statistics below clearly illustrate that, even taking into account the high proportion of women amongst Vanier's professional employees, females are more likely to take unpaid leaves of absence than males.

PROFESSIONAL UNPAID LEAVES

YEAR	MALE	FEMALE
1985-86	0	5
1986-87	0	4
1987-88	1	5

Faculty

There are many types of leaves available to faculty. Professional development leaves are the most common type of leave. Such leaves are also available to non-permanent teachers who have a workload. Teachers take P.D. leaves for activities that are both directly related to their jobs and for career development (completing theses, course work, research, post-doctorates). Half-time leaves are also possible (either for one complete semester or half-time across the year).

The sabbatical leave plan came into effect in 1981. Only permanent faculty may participate. As of June 1988, 99 teachers have enrolled in the plan--60 women and 39 men.

Full-time permanent teachers may apply to exchange a position with a teacher from another college. In 1987-88 two Vanier teachers--one male and one female--took such leaves from the College.

The table below indicates that female teachers take proportionally more leaves than their male counterparts. Note that leaves taken under the sabbatical leave plan are listed under professional development leaves.

FACULTY LEAVES

TYPE OF LEAVE	MALE	FEMALE
1985-86		
Professional development	15	24
Half-time	4	2
Full-time	4	8
Personal	1	5
TOTAL	24	39
1986-87		
Professional development	22	27
Half-time	1	5
Full-time	6	4
Personal	0	1
TOTAL	29	38
1987-88		
Professional development	23	28
Half-time	3	5
Full-time	5	4
Personal	2	1
TOTAL	33	38

Support Staff

An increasing number of support staff are taking leaves each year. The table below indicates that, as in most of the other job categories, women are much more likely to take leaves than men. Some of these leaves were for the purpose of extending vacations.

SUPPORT STAFF LEAVES

YEAR	MALE	FEMALE
1985-86	1	22
1986-87	2	26
1987-88	6	29

In 1987-88 three women took advantage of a new clause in the collective agreement that permits permanent support employees to take an unpaid leave of absence for professional development. In prior years it was up to the College's discretion to grant such a leave. Support staff were forced to resign if they wanted to take time off to study.

A number of requests from female employees have been made to take part-time leaves. These were refused on the grounds that they would set a precedent that others would want.

No support personnel have enrolled in the sabbatical leave plan.

4.7.3. SICK DAYS

Statistics for Vanier employees do not uphold the prevalent societal notion that women have a higher rate of absenteeism than men at work. Employees may use their sick bank for a variety of reasons--not just because they are sick. One of the most common reasons is for family responsibilities. Religious holy days (for those people who are not Christian) are also taken from employees' sick banks.

It should be noted that Personnel is not always notified by a supervisor when an employee takes time off for a doctor's appointment. Whether or not such notification takes place is at the discretion of the supervisor (although technically it should be reported).

Cadres and Gerants

Proportionally fewer women were absent in 1986-87 (the academic year with the latest available statistics) than men. Four male cadres took sick days. Six male and two female gerants called in absent.

Professionals

In 1986-87 proportionally more women were absent than men. Four males (50% of all male professionals) took sick days compared to 9 females (64% of all female professionals).

Faculty

Since the Vanier PIMS computer system could not provide a breakdown of the number of male and female teachers in 1986-87 (the academic year with the latest available statistics), it is difficult to tell if women took proportionally more sick days than men. A rough estimate (168 women compared to 229 men) appears to indicate not. Men took more days off, on average, than women (3.92 days compared to 3.59 days).

Support Staff

In 1986-87 67 male support personnel (87.01% of all males) and 96 female support personnel (84.96% of all females) took sick days. The males averaged 4.94 days each, the females averaged 4.7 days.

4.7.4. WORK SCHEDULES

Cadres and Gerants

See Section 4.7.9. below.

Professionals

Most professionals work between 8 and 6. However the Conted Academic Advisor has had some problems with her work schedule. When she originally took the position it was offered to her as a 9-5 job. Due to budgetary cutbacks and a reorganization of Conted operations her work hours were changed. She was asked to work 1-9 p.m.. As a single mother she felt that this was impinging on her family life. A compromise has been reached over the past year. During the Registration period she works afternoons and evenings; during the rest of the year she works regular day hours.

Faculty

Faculty may request to be on early (8-4) or late (10-6) shifts. There is no guarantee that all requests can be accommodated. As schedules are only made available one week before the start of classes, this makes arranging child care very difficult.

As a rule, teaching schedules do not officially take parental responsibilities into account. One department does specifically ask Scheduling that two of its faculty (who both have parental responsibilities) be scheduled to teach between 9 and 5. Many of the technologies and a few other disciplines set their own schedules by hand. This makes it easier to try to accommodate individuals who might have special requests.

It should be noted that part-time faculty may request specific teaching schedules (that is, only certain days and times).

Teachers who supervise students on stages, such as Nursing, find that they must be out of the College frequently. This prevents their participation in many College-wide committees.

Last December the Director General decided to shift the meeting time of Academic Council from 2 p.m. to 4 p.m.. This led to the resignation of two people with family responsibilities from the Council (one male and one female). The new meeting time was protested, invoking the arguments of Affirmative Action. The meeting time has been shifted back to an earlier time slot for A-88.

Support Staff

As mentioned in the section on leaves above (4.7.2.), a number of female employees would like to work part-time and job-share. This has not been permitted.

Because of the nature of Conted operations, some employees have found that their work hours were changed to afternoons and evenings (see section on professionals above). Such changes in work schedules falls heavily on those people with family responsibilities.

4.7.5. GRIEVANCES

Grievances were analyzed to see if sex was a variable in terms of the number of cases grieved or the nature of the grievances. It was also noted whether the grievances of male employees were treated differently than the grievances of female employees. Nothing significant was found.

The cadres and gerants are not unionized but they do have an association. If a problem arises related to working conditions the provincial association of cadres and gerants can ask for outside negotiators to study the problem. However the Director General is under no obligation to listen to the negotiator's report. Vanier's Director General does not recognize the function of the local association. Thus it is difficult to lodge a complaint locally; there is no mechanism for doing so.

4.7.6. DAY CARE

Vanier's Day Care Centre was established in 1972 and is available to children who are 2 years of age and older. The Centre's first priority is to serve the College community, including students.

In the past, the limited number of spaces in the Centre (a total of 20) presented problems. Parents often found themselves on the waiting list and would have to make other child care arrangements. (Sometimes an opening would occur after other arrangements had been made). However over the past two years there has been room for all children whose parents have applied from the Vanier community. In fact, several places are now filled with children from the outside general community.

However the problem of available space in the day care may be only temporarily resolved. It is unclear what the future demand will be. It should be noted that a growing number of adult learners are returning to Cegep through special programs (in the day and through Conted). Support services such as day care will be needed for them if Vanier wishes to attract and keep this potentially growing student population.

One complaint that has been noted is the hours of the day care, which are 8 a.m.-6 p.m.. Nursing faculty note that such hours have not been of benefit for them when they have to be at hospitals for 7 a.m. (to supervise stages).

4.7.7. SEXUAL HARASSMENT POLICY

Vanier College's sexual harassment policy was adopted in 1984. It was initiated by the Women's Studies Program. Four conciliators are appointed annually. They assist all members of the Vanier community in resolving sexual harassment problems by providing advice and mediation to people involved in sexual harassment situations and by providing education about the issues.

It is commendable that such a policy is in place. However a number of problems have been noted. The numbers of complainants who are willing to follow through on complaints are few. The process itself seems overwhelming and terrifying to many. Perhaps having an advocate (apart from a conciliator) would help in such cases.

Both students and support staff are reluctant to lodge complaints because they feel in vulnerable situations--the student because she/he must rely on a faculty member for grades and the support staff because the harasser is often a supervisor or a superior in the Vanier hierarchy (with power over working conditions, possibilities of promotion and so on).

Many female faculty, staff and students are made to feel uncomfortable by jokes about women. For example, female faculty and students in one male-dominated technology have had to request that pictures of nude women be taken down from classroom bulletin boards because they were insulting and degrading.

4.7.8. HEALTH AND SAFETY

Female faculty and staff have expressed concern over the lack of adequate security in the evenings. There are fewer security guards patrolling the buildings and the parking lot and washrooms are not patrolled at all. Several women have been attacked in the hallways.

4.7.9. OVERTIME WORK

Cadres and Gerants

Although the cadres and gerants have guidelines for their working conditions that discuss work hours and extra pay for overtime, Vanier's unofficial policy does not recognize overtime. Cadres are expected to be available to the College 24 hours a day, 11 months a year. Gerants' work hours are "as need be". Work is considered to come first over family responsibilities, courses for professional development, and so on.

Support Staff

Support staff employees used to be paid time and a half for overtime. Over the last several years, however, the overtime policy has changed. Overtime is discouraged. Those employees who do work overtime are told to take it in time off--not cash. Many employees find it impossible to find the time to take this extra overtime off. Given the low salary levels of support staff, many of these employees would prefer extra cash. However some services still pay their employees cash for overtime work--for example, the Service Department and the Bookstore.

Those people involved in Registration (for both day and Conted) often work many hours in overtime. This is particularly difficult for those people with families.

4.7.10. OTHER EMPLOYMENT BENEFITS

Vanier College instituted a confidential Employee Assistance Program in November 1987. The Program provides individualized counselling as well as group workshops on such topics as "aging parents", "coping with availability", and so on.

Cadres and Gerants

Cadres and gerants have no job security or protection, unlike unionized employees.

However there are several "perks" that are given to this group of employees. For instance, cadres and gerants do not have to pay for parking space at the College. Cadres also have reserved parking spaces, although gerants do not.

Certain management benefits are not accessible to people who are not in cadre positions--positions that at Vanier have been traditionally reserved for men. This has been true even though both cadres and gerants are considered as part of the same employee group by the government.

For example, until last spring the College paid for the cadres' dental plan. The gerants were not permitted to participate--even if they paid their own premiums. The Quebec government has stepped in and changed this policy. The cadres and gerants must now pay their own share of premiums--and gerants may now participate in the dental plan.

4.7.11. SURPLUS, NON-PERMANENT AND PART-TIME FACULTY

Non-permanent and surplus teachers often find that they experience worse working conditions than their colleagues.

In several disciplines workload (course distribution) is assigned by seniority (or the more senior people have "staked out" their territory). This means that people who are lowest on the seniority list must be flexible and may find themselves teaching new and/or unpopular courses each semester. They also may have more teaching preparations than their colleagues and find that they are on a teaching shift that is not of their choice.

Other disciplines would like to include non-permanent and part-time teachers in the distribution of course workload. However decisions must be made (for purposes of student registration) early in the previous semester before leaves of absences are known. Thus problems are posed for those faculty lowest on the seniority list.

Some disciplines find that they must hire faculty for specific specialized courses. This creates problems for these teachers who often find that they do not have a full workload and consequently have an inadequate salary.

Many of the people lowest on the seniority list find themselves split between two departments in two different faculties. This means they must attend two sets of departmental meetings, adjust to two different curriculum and pedagogical approaches, and so on.

Some disciplines have faculty on MED status who have no (or only partial) workload in the daytime. The collective agreement requires that these teachers fill out their workload with Conted sections. This creates problems for such faculty who have children and family responsibilities.

4.7.12. CASUAL EMPLOYEES

Employees on casual and service contracts (the bulk of whom are female) have none of the benefits of regular Vanier employees, no job security and no right to recall (hiring priority).

4.8. PERSONNEL PLANNING: JOB LOSS, ATTRITION AND RETIREMENTS

There are various reasons why an employee might leave the employ of the College. Departures may be voluntary--retirement or leaving to go to another job. Employees may be laid off due to the reduction in student numbers and/or the reorganization of a service, sector or department. Non-permanent and part-time workers may fail to have their contracts renewed due to the return of permanent personnel from leaves.

Non-voluntary departure from the employ of the College is governed, for the most part, by collective agreements. Yet for the purposes of this study several questions arise. What are the repercussions for women? Are women more frequently laid off and/or made surplus? Are the mechanisms for layoffs and criteria for seniority equitable?

Female employees are, on average, younger than their male colleagues and have tended to enter the work-force later than men. As a group they have a lower average seniority than the male employees. Therefore one would expect to find a greater number of females laid off than males.

It is difficult to ascertain what areas of the College might have job openings in the future (through voluntary departures or growth). There is an overall low turnover rate. Very few services or academic departments foresee new hirings in the near future.

4.8.1. Cadres

This is a small job category in the College with a very large under-representation of women. The average age of cadres is relatively low. Thus if one hopes to increase the numbers of women in cadre ranks one must look to resignations from the College.

Statistics from the last three years indicate that there have been some resignations. Although there were no resignations in 1987-88, two males and one female left in 1985-86. The following year, 1986-87, two more males left. This September another male cadre has handed in his resignation.

4.8.2. Gerants

The statistics below indicate that a large number of male gerants left in 1986-87. Three of these people had been hired by the College to do work directly connected with the construction of the New Building.

GERANTS RESIGNATIONS

YEAR	MALE	FEMALE
1985-86	1	1
1986-87	4	-
1987-88	-	1

4.8.3. Professionals

Very few professionals have resigned from the College in recent years. There were none in 1985-86 and 1986-87. In 1987-88 there were two resignations, one male and one female.

Although one female professional was on MED status until this past July, she had full workload at the College.

4.8.4. Faculty

As indicated in the statistical portrait, many faculty find themselves with insecure job status. The majority of academic disciplines have non-permanent and surplus teachers who may find themselves without a teaching load for the following semester(s). Because of leaves many of these people do end up teaching either full or part-time. However some of these workers may choose to leave voluntarily and look for employ elsewhere as they see the future as bleak at Vanier.

Although there are a large number of faculty taking leaves, this does not necessarily mean that there are consequently new hiring possibilities. There are variations between where leaves are taken and where most surplus and part-time faculty are teaching. Science, for example, has suffered large losses in enrollment in recent years, while the numbers of Commerce students have increased. Last spring there was one MED in the Faculty of Applied Technologies whereas Physics and Chemistry each had six surplus teachers.

As the table below indicates, the proportion of female MEDs at Vanier is higher than the proportion of female faculty in general. The date of November 1st has been used since MED status may be cancelled up to October 31st of the academic year.

SURPLUS TEACHERS

	MALE		**FEMALE**	
	#	%	#	%
November 1, 1985	6	27.27	16	72.73
November 1, 1986	6	30.00	14	70.00
November 1, 1987	11	37.93	18	62.07
June 8, 1988	20	42.55	27	57.45

Surplus (MED) teachers have hiring priority rights at other colleges. A few Vanier faculty have left the College to go and teach elsewhere in the Cegep system. However Vanier departments have also experienced MEDs from elsewhere transferring to the College. This has sometimes resulted in part-time Vanier personnel losing their jobs.

The statistics below indicate the numbers of faculty resignations from Vanier. These statistics are only for permanent teachers. Unfortunately we do not have statistics for the numbers of female and male non-permanent and part-time faculty who were not re-engaged due to lack of workload.

FACULTY RESIGNATIONS

YEAR	MALE	FEMALE
1983-84	--	5
1984-85	6	3
1985-86	3	5
1986-87	3	5
1987-88	4	2

There have been fewer retirements from the teaching staff. In 1983-84 three faculty--one male and two females--retired. The following year only one male teacher took retirement. There have been no faculty retirements since 1984-85.

Unfortunately there have been a number of deaths amongst faculty members. Since 1983-84 one female teacher and five male teachers have died.

The government has recently added monetary incentives to encourage resignations in those disciplines where there are MEDs. In 1987-88 two males from Vanier received such money. So far in 1988-89 two males and three females have benefited from this policy.

Many disciplines will be experiencing changes in the course grids Cegep students must take. Although this may mean an increase of courses and jobs for a few disciplines (for example, more Biology courses will be needed in the new Natural Science grid), many faculty see a loss of jobs (Modern Languages and Creative Arts, for example).

4.8.5. Support Staff

There has been considerable attrition amongst support staff employees. People are not directly laid off, but when someone resigns or transfers to another position she or he is sometimes not replaced. For example, when a part-time typesetter in the Print Shop took a maternity leave and decided not to return to Vanier, her position was abolished. The numbers of lab technicians have similarly been reduced.

SUPPORT STAFF RESIGNATIONS

YEAR	MALE	FEMALE
1985-86	6	6
1986-87	4	10
1987-88	3	6

As the table above indicates, proportionally more female support personnel resigned than male. As the male employees are, on average, older than their female co-workers, it is not surprising that more males have recently retired than females.

SUPPORT STAFF RETIREMENTS

YEAR	MALE	FEMALE
1985-86	1	--
1986-87	--	--
1987-88	3	1

One female support employee died in 1986-87.

CHAPTER V

THE EMPLOYMENT SYSTEM: EMPLOYEE PERCEPTIONS

5.1. INTRODUCTION AND METHODOLOGY

Supervisors and employees from every employment category in the College were interviewed and surveyed to gather a wide cross-section of employee views on:

a) the situation of women at the College and the problems they encounter;
b) current employment policies and practices;
c) on the means that would seem appropriate to improve the situation of women employees in jobs where they are under-represented or under-utilized.

Employee perceptions were gathered by a variety of means:

1. Meetings with Individuals- Meetings were held with all supervisors of College services primarily to gather information on current employment practices. However many cadres and gerants presented their own perceptions of Vanier's organization and employment system as well.

Every week last spring a notice appeared in Intercom inviting employees to contact me if they wished an individual confidential meeting. Several people contacted me in this way.

2. Group Meetings- All gerants, professionals and support staff received invitations to attend separate group meetings where they were given an opportunity to express their concerns and opinions on the representation of women in the employment structure at Vanier, to identify the factors that could explain the situation, and elaborate elements in the employment system that could possibly have discriminatory effects.

Separate meetings were held for female and male employees to permit a more free and open discussion. (Each meeting was attended by 5-20 people. Nine employee group meetings were held in all). Unfortunately the end of semester and other pressing concerns made it difficult to arrange such meetings with faculty.

The group meetings were animated by the Coordinator of the Affirmative Action Project, who acted as a "participant-observer". These encounters did not have a rigid structure and spontaneous comments and discussion were encouraged. Although people were obviously aware of my presence (and thus may have been somewhat influenced by it), I made a conscious effort to not interrupt and to give free flow to the discussion.

The meetings provided a wealth of information and perceptions. They also became places where an exchange of information took place between employees--a place for consciousness-raising, sensitization to women's problems and needs, and a source of support.

Employee perceptions were also gathered through meetings with representatives of the three unions, meetings with departmental selection committees (or coordinators), and through a session organized for support employees on Ped Day last March.

3. Questionnaires- In the course of talking to people several problems seemed to emerge over and over again. In order to confirm the impressions raised by employees in individual and group meetings and to reach a greater number of people, questionnaires were devised for all five employee groups. Although the questionnaires were to be answered anonymously, employees were asked to indicate if they were male or female, permanent or non-permanent.

This chapter of the report is not presenting facts, but employee perceptions. I did not undertake a scientific study in terms of the validity of the questionnaires, the numbers of people who attended the meetings, and so on. Since some people chose not to attend the meetings or answer the questionnaire, not everyone's ideas are taken into account. The opinions expressed are not necessarily inclusive or complete. Nevertheless the sections below indicate a significant reflection of employee opinion and point to areas that need exploration and improvement.

5.2. INSTITUTIONAL AND CULTURAL ORGANIZATION

It is important to note that employees in all job categories have expressed feelings of cynicism and dissatisfaction with the manner in which decisions are made in the College. This has led to low morale and a feeling that nothing can be changed. The Policy Committee, which is composed solely of male cadre (and excludes those cadres directly concerned with the pedagogical life of the College), meets behind closed doors. (Even the gerants, female and male, have complained that they have no access to information from the cadres). There are no minutes of the meetings and employees feel that arbitrary decisions are made with little or no consultation. Employees feel powerless, frustrated, unrespected and dissatisfied with their work lives, yet skeptical that any improvements can or will be made.

5.3. RECRUITMENT AND SELECTION

All employee groups, with the exception of cadre, are quick to point out the lack of female administrators in the College despite the presence of many qualified and competent women in the

Vanier community. It is felt that the top administration holds discriminatory, traditional, old-fashioned views that "a woman's place is in the home". Thus women are not given consideration for top administrative jobs and promotions.

Only half the cadre feel that women are not given equal consideration for top administrative positions and the majority feel women have equal consideration for gerant positions. However one female employee points out, "Jobs are created and men always 'by chance' get into them". A male administrator, justifying hiring a male over a female, said, "After all, a man has to earn a living for a family".

The lack of job postings for most cadre and some gerant positions is also deplored. There appears to be no active search for quality people who possess the skills required for a particular position. Both male and female employees feel that many of the administrative jobs are blatant appointments that use the "old boy's network" to find recruits. All employees, female and male, are thus prevented from having the opportunity to apply for these positions. It is a waste of human potential.

Many supervisors, coordinators and employees also point out that in the past there was a better representation of women in their areas, but the women left the employ of the College. Reasons for leaving have varied--moving on to better job offers, inability to work with the management philosophy of the College, lack of job security.

Most employees agree that "there is no job a woman can't do". "The best candidate should get the job". If women have the qualifications to fill a position, they should be hired.

5.3.1. Cadre Perceptions

Cadres find the posting of jobs and replacement positions adequate for all job categories. A small minority of cadres feel that postings for cadres and gerants positions are inadequate and that such positions are filled or promised to someone before jobs are officially posted. One cadre said, "In the present situation I do not believe that the top jobs in the College are that attractive to male or female candidates because the employees have made them the focal point for their frustration, anger, etc.".

No problem is seen with the accessibility of places where jobs are posted nor the content of the postings (hiring criteria, job descriptions and so on).

The majority of cadres agree that selection committees should be established for cadre, gerant and support staff positions. (However, more than half the cadres admit that they regularly fill jobs in their service/sector without a selection committee. Many supervisors do not feel selection committees are needed for replacement positions or promotions).

There is disagreement as to whether a woman should always be present on hiring committees. The majority of cadres feel that women do not experience discrimination in hiring. Thus there is disagreement as to whether the selection procedures need to be better controlled in order to eliminate any risk of discrimination.

All cadres agree that the selection tests used to screen job applicants are fair.

The majority of cadres agree that women should be hired in jobs and teaching disciplines traditionally filled by men. However it is felt that women might encounter some problems psychologically. The men might find it difficult since the work atmosphere would be different and they are used to a certain type of "team work". For maintenance jobs, women would have to be prepared to work night shifts. And traditional male jobs are often physically demanding and involve dirty work.

One cadre feels that women do work differently than men--on account of their menstrual cycles. He notes that he can tell when a women has her period because she is more irritable, can't concentrate and is inaccurate. This has to be taken into consideration when hiring women.

The low number of male applicants for clerical positions was explained by one cadre by the low position/classification (that is, salary). Why women would be attracted to low salaries was not explained.

Most cadres feel replacement positions should not be posted. The hiring criteria for such positions might differ from permanent postings, but why not give a chance to someone from within the service? The person might not, in the short-term, need all the criteria the permanent position would require. On the other hand, cadres wonder if it is good for the College to "downgrade" the requirements of a job. And the unions want to know why a person would not be qualified for a position if they had filled it for four months.

Cadres feel that hiring employees on casual contracts permits them significant flexibility since employees are not constrained by guidelines set out in the collective agreements.
In addition, "women create a more comfortable psychological set" for registration.

5.3.2. Gerant Perceptions

A sentiment amongst the female gerants is that the hiring of personnel at the College is done in a very traditional way. If the Director General makes final hiring decisions, hirings depend on the personality of the Director General.

Almost half the gerants (female and male) feel that the clarity and precision of hiring criteria listed on job postings is inadequate. The majority do not feel that the applications of all employees are treated equally; it is unclear if positions are filled or promised to someone before jobs are officially posted. The majority are unsure if the selection tests used to screen job applicants are fair.

A few gerants (two female and one male) have expressed dissatisfaction with being gerants and wish to apply for support staff positions (better job security, benefits, more interesting work, syndical protection). However because of hiring priorities and seniority they are not considered eligible for such positions.

5.3.3. Professional Perceptions

There is a sense of dissatisfaction with the way jobs are posted (whether they are or not, the information contained on them, the hiring criteria that are specified, the accessibility of the postings), especially for administrative positions. It is felt that cadre positions should be opened up to all qualified candidates and not filled by whim.

No professional employee feels that the job applications of all employees are treated equally. They feel that nepotism--friendship and personal contact--occur in many hirings, especially those that are done without a selection committee. Almost all agree that some positions are filled or promised to someone before the jobs are actually posted. It is also felt that family members should not work in the same service if one member is in a supervisory position.

All professionals agree that female applicants are not given equal consideration for jobs at Vanier. They feel that recruitment and hiring should be better controlled in order to eliminate any risk of discrimination. The majority feel that a woman should be present on all selection committees and that women should be hired in jobs traditionally filled by men.

One professional adds, "At lower levels, I don't see any discrimination according to sex. There are strict guidelines set down about how to proceed--a manager has very little freedom of action to select who he/she wants".

5.3.4. Faculty Perceptions

Although the majority of teachers are satisfied with the posting of teaching and replacement positions, half of the faculty find the information listed on such postings inadequate (notably the clarity and precision of hiring criteria).

One male teacher has strongly argued for a more formal and rigorous procedure for hiring. However faculty are in disagreement as to whether recruitment and hiring should be better controlled in order to eliminate any risk of discrimination. Some feel that people on selection committees tend to be people with experience in hiring. Therefore no formal selection policy is needed. Others feel that a better hiring interview (perhaps with a written grill) would be helpful.

Faculty disagree as to what hiring criteria there should be to teach at the Cegep level. Some teachers have pointed out that when Vanier first started the hiring criteria was what a teacher's idea of education was, not their scholarity. In fact, hiring doctorates was discouraged since people would have overspecialized. Their career ambitions would make them unhappy teaching at the Cegep level.

Faculty seem to agree that the question as to what is "equivalent" to a Master's degree is a "can of worms". One male teacher admitted that if a woman has done volunteer work and a man has taken graduate level courses, the man's equivalence is the one that would be accepted. Volunteer experience allows the woman to be identified politically and allows prejudices to seep through.

Some teachers have remarked that they have had very few female candidates apply over the past few years. ("It's hard to attract women; we can't figure out why". "We have to work with the files that are there"). Those women who have applied to teach at Vanier have been found to be less qualified than the male applicants. That is, faculty feel that female applicants lack in teaching and/or business/field experience or do not have their Master's degree.

Although half the male faculty do not believe that there should be an increase in the number of women in those disciplines where women are absent or under-represented, an overwhelming majority of female faculty believe that this should be done. "Job openings should be better publicized". "Actively recruit, hire and train women". Added one male teacher, "The more candidates, the better chance we have of hiring good teachers".

A male faculty member in a male-dominated technology commented that there is no energy to go out and recruit (either faculty or students) with the low morale amongst teachers, increased teaching load, and new preparations with changes in grids.

Another male teacher in a discipline with few female faculty members (but more than 70% female students) noted that since teachers are drawn from the business community, which does not reflect sexual equality, "it would be a bias if we did not reflect those averages". In a memo he added, "We hire the best candidate regardless of colour, creed and sex".

Another male teacher commented, "We have no trouble hiring women, we have trouble keeping them".

Explaining the under-representation of female faculty in the College, a male teacher noted that the labour market in the early 1970's was different than it is today. Most of those qualified to teach at the Cegep level were male.

Several teachers have commented that we have little choice as to who gets hired; the syndical aspects have taken over the selection process.

A female technician was hired in a traditionally male-dominated technology. One of the female faculty members who is associated with the program commented that it is "nice to have a female role model".

Another female teacher is not concerned with the under-representation of women in her discipline. She feels that if someone wants to teach they'll hustle; she wouldn't waste time looking for female candidates.

Some teachers have commented on the lack of female faculty in some disciplines in Conted courses. One teacher noted that women trained in business or other non-traditional areas do not want to teach in the evenings since they may already have a job and/or family responsibilities. (This is also true of professionals coming in to teach specialized courses during the day). Another female teacher added that in her discipline few women teach in the evening because they have no time!

Although male faculty appear to be more or less satisfied with how Conted teaching positions are filled in their disciplines, there is a significant amount of dissatisfaction amongst female faculty (both permanent and non-permanent). An overwhelming majority of teachers feel that daytime teachers with a part-time workload should be given priority for Conted teaching positions.

Last year one female teacher found herself as the only woman on a hiring committee with seven men. She felt very uncomfortable and felt that some of the "humour" (coming from a cadre representative) had sexist overtones.

It is interesting that over half of the male faculty do not feel that a woman should be present on all selection committees whereas an overwhelming majority of female teachers feel that there should be female representation.

Although no selection committee admitted to asking personal questions during hiring interviews, female faculty have stated that they have been asked such questions. ("Are you married?", "What does your husband do?", "We socialize with our students. Do you go out drinking with students on Friday night?").

5.3.5. Support Staff Perceptions

Support staff feel very strongly that they need input into hiring decisions. They feel that each service has its own policies and ideas about recruitment and selection and that Personnel is just a clearinghouse of bureaucratic paperwork. They do not understand the rationale behind the College's hiring practices.

Recruitment methods are considered to often be very arbitrary--word-of-mouth, patronage, favoritism and nepotism.

Over half of the support personnel find the clarity and precision of hiring criteria listed on job postings inadequate. More information is needed.

Hiring criteria change constantly. Sometimes the College wants to hire middle-aged women returning to the work force who will stay on at the College. At other times they want young, perky people. The majority of support employees feel that actual selection criteria do not conform with job postings and classification plans.

Scholarity, which is listed as one of the job requirements in the classification plan, is seen by many support staff as an important obstacle in the access to jobs. For instance, there are no equivalencies for educational requirements for technician's positions. It is felt that there should be since a DEC really isn't crucial, experience is.

The majority of support staff, male and female, feel that job applications of all employees are not treated equally. They feel it is useless applying for positions since they automatically go to a pre-selected candidate or the most senior person on the seniority list.

It is interesting to note that whereas the majority of female employees feel that in their service jobs are filled by a selection committee, the majority of male employees feel that this is not the case in the areas where they work.

Although hiring decisions are supposed to be made by seniority, it is widely felt that jobs are tailored to fit specific people. Selection is biased (for example, creating selection tests that are geared towards a particular candidate) and those people with higher seniority are often passed over. This is especially true with some "plumb" key jobs such as Office Clerk-Cl.Principale and Administrative Technician. It is felt that external candidates are often hired when internal applicants could have been trained for the job. "It depends who you know".

Female employees have many complaints about the selection tests: lack of validity, failure to accept attestations to competencies on diplomas and certificates, and so on. Typing tests are taken in an open area where telephones ring and the sun shines directly into the applicant's face. (Several employees claim they failed typing tests because of these factors). Employees also feel that they should be told the results of the tests when they take them.

The majority of employees, female and male, feel that the selection tests that are used are unfair and in many cases unnecessary. "Sometimes really qualified persons do not get hired".

When the criteria of seniority is adhered to, employees often find themselves alienated from their fellow workers and made to feel uncomfortable. Employees note that when a job comes open in a service, people within the service want their internals, part-timers, most senior employee to fill the position and not someone from another service. This sets people and departments against each other. Some of the support staff note that it is unfair to mistreat new people coming into a service.

It is felt that temporary replacement positions are desired and needed since there is very little job mobility within the College. "Replacements keep you motivated".

In reply to the notion that some jobs are too physically demanding for women to perform, female support staff are quick to point to the library workers (who are almost all women) who lift boxes and push heavy book trucks daily as part of their jobs. Very few support staff feel that women should not be hired in jobs traditionally filled by men.

It is felt that casual workers are used to do full-time jobs. People work full-time for the maximum number of weeks and are laid off. Someone else is then hired full-time. This way the College doesn't have to provide benefits and can decide to let you go if they don't like you.

5.4. EMPLOYMENT AND SALARY CLASSIFICATION

Employees from all job categories (including some cadres) have complaints about their job classifications. Many feel that they are misclassified (and thus are losing out in salary). The policy of assigning the lowest possible classification possible to an employee appears to have kindled much dissatisfaction and be the source of a lack of motivation amongst many employees in the College.

5.4.1. Cadre Perceptions

A number of cadres have remarked that a lot of support staff who work at the College are over-qualified for their jobs. "Their capabilities are higher than the responsibilities we give them".

The majority of cadres do not think that those jobs principally held by women are under-paid.

As noted above in Section 5.3.1., some cadres feel that syndical rules about work hours and other working conditions are too stringent. Thus using support employees on casual contracts for such work as registration "permits significant flexibility". Other cadres disagree with this approach and feel that casual contracts that keep appearing year in, year out should be regularized.

5.4.2. Gerant Perceptions

The female gerants are quick to point out that it is a euphemism to think cadres and gerants are the same employee classification group. The cadres are a separate, elitist group that are reinforced by certain perks.

Many of the female gerants feel that there has been a consistent pattern by the College to downgrade female administrative positions (both cadres and gerants) in terms of responsibility and earning power. This has meant changing the nature of some jobs in order to keep the female employees in a lower job classification. Almost half of the female gerants feel that they are under-classified.

A number of the female gerants feel that they are classified as gerants not because they are managers (they do not manage anybody or anything) but because "gerants" is a non-unionized job category (with fewer job benefits and in some cases lower salaries). They feel, in fact, that their jobs would be better classified as professionals or support staff.

In fact, a few female gerants feel that with the level of responsibility they have they should be classified as cadres. They point to male cadres in the College who do essentially the same type of work. "What is it in a woman's job that is less valuable?".

The female gerants feel that all gerants are hard-working and under-paid. The majority of them feel that those jobs principally held by women are under-paid. (The majority of the male gerants disagree with this statement).

5.4.3. Professional Perceptions

The female professionals remark that seemingly at whim a job can be turned into a cadre position, especially if a male is to fill it. This occurred when a gerant position was turned into cadre for the Director of the Seminar Centre.

The majority of the professionals agree that those jobs principally held by women are under-paid.

The female professionals feel that women have to be at the College many years before they are recognized at all. All of the females who had P1 pay classification received it after they had worked at Vanier for several years. (In one case a female had to build her own case and argue to receive it). Two of the males were given it on their entry into the College. This reflects some degree of systemic discrimination.

5.4.4. Faculty Perceptions

One of the problems noted by several faculty members is that individual teachers do not know the criteria used for establishing scholarity and experience. The majority of teachers are thus unsure whether evaluation of scholarity and experience for classification purposes is discriminatory. However one female teacher comments that classification is "very arbitrary and much more restrictive than in the past".

A male teacher remarks that evaluation of experience seems to be a key area to hit as far as classification is concerned; women come into the system handicapped. For example, work experience "does not include work as an artist that is not done within an institution".

Two female Creative Arts teachers feel that there is discrimination in terms of what gets counted towards scholarity classification. A year of training at the Ecole de Beaux Arts is not recognized. Canada Council grants for artists should be given some credit.

5.4.5. Support Staff Perceptions

Responding to a questionnaire on systemic discrimination, six support employees (five female and one male) wrote:

> Job titles often contribute to subtle gradations of status which translate into salary differentials. The

> word "technician" implies that the person filling that position exercises formal, concrete skills. The word "secretary" does not have a similar connotation. However, an unbiased analysis of a secretary's functions reveals that a person in that position also exercises formal, concrete skills for which they should be rewarded. Either low status employment categories should be provided with new titles which more accurately reflect the actual skill levels involved in those jobs, or the existing titles should be upgraded in status.

There are numerous cases amongst support staff of dissatisfaction with the way their jobs are classified. (Over half the women and a third of the men are not at all satisfied with the way their jobs are presently classified). Says one female employee, "I am doing far and beyond the tasks set out in my job description, and the attitude here is that all this and more is expected of me. In other words, I feel used, or mis-used. I would like my job description and pay to reflect my job".

It is felt that the classification plan is inadequate and arbitrary and doesn't take into account formal education and skills acquired on the job. Some of the technicians feel that they are doing professional jobs. The lab technicians feel that in the classification plan and salary scales the teaching component of their jobs is not recognized.

Female support staff feel that they are not shown any respect for the work they do and that the jobs women perform are undervalued. The majority of support staff, female and male, feel that those jobs principally held by women are under-paid.

Casual employees feel that jobs exist at the College that are not being created because casuals come in regularly to fill them. One male casual says, "A study should be made to assess the amount of work done by casuals. (I'm sure it would surprise most people!) Re-classify some of the casual work here as it is seasonal and not casual."

5.5. EMPLOYEE TRAINING AND PROFESSIONAL DEVELOPMENT

5.5.1. Cadre Perceptions

Cadre who are in charge of College services feel that not much use of professional development funds are made by College employees. One cadre feels that the majority of support staff use their funds to take academic courses (this is not the case--see section 4.4.5.).

One-third of the cadres are not at all satisfied with the professional development policies for their employment group. They are more or less satisfied with the policies for the other employment groups.

Two-thirds of the cadres feel that professional development policies should differentiate between job retraining (that is, learning new skills in order to keep one's position) and professional development (attending courses, workshops, conferences).

Half the cadres feel that the training they received upon entry into their positions at the College was inadequate. Although half also feel that teachers receive inadequate training, the majority feel that training for the other job categories is adequate.

5.5.2. Gerant Perceptions

Although very few of the gerants are not at all satisfied with the professional development policies for College employees, a number of dissatisfactions were raised.

A common complaint amongst gerants is that conferences and seminars cost more money than the annual amount that is made available to individuals. Funds are too limited.

Another complaint amongst female gerants is that the College has insisted that their professional development funds be used when employees go to workshops and seminars to get specific technical training absolutely required for their jobs. Thus there are no funds left should they want to go to a management seminar of their own choosing. That is, the funds are used for activities specifically related to jobs and not for personal growth and career development.

The female gerants comment that they are too tired, with children and family responsibilities, to take evening courses. Finding time seems to be the issue with utilizing funds to go to conferences.

Over half the gerants feel that the training they received upon entry into their jobs at the College was inadequate.

5.5.3. Professional Perceptions

Only 10% of the professional employees are satisfied with the College professional development policies for their employment category. Half are not at all satisfied. Like the gerants, professional employees feel that the amount of funds allocated for professional development is inadequate. They would like more opportunity for professional development.

One professional employee commented that those individuals at the top of scale are so far removed from formal training that they need money for upgrading.

Another comment added by a female professional: "The training received on entry into my job at the College was adequate for me but in most cases it isn't--there is none".

5.5.4. Faculty Perceptions

Few faculty are completely satisfied with the professional development policies for teachers. Almost half the faculty are not at all satisfied.

Again, the inadequate amount of money available for professional development is deplored by many faculty members. Commenting on the prohibitively high cost of conferences and seminars, one teacher from a female-dominated technology notes that it would be helpful if teachers could pool their professional development money in order to send one person.

One teacher commented that even though teachers are expected to develop and change their courses almost every year, there is no extra professional development money provided for this purpose. Teachers find themselves preparing new courses on holidays.

The vast majority of faculty feel that our professional development policy should differentiate between job retraining (that is, learning new skills in order to keep one's teaching position) and professional development (attending courses, workshops, conferences).

Some female faculty feel that women do encounter obstacles that men do not in terms of professional development. One female teacher says, "I think that the biggest barrier is at the university level. It's probably still harder to do the Master's and PhD level".

Although male permanent teachers found that the orientation they received upon entry into their teaching positions at the College was adequate, the majority of the other faculty members feel their that their orientation was inadequate. This is especially true for female non-permanent teachers. "The process of integrating a new staff member is not adequate".

5.5.5. Support Staff Perceptions

Although the majority of support staff are more or less satisfied with the professional development policies for College employees, a number of dissatisfactions were raised.

A common complaint amongst support staff is that there appears to be no institutional way of helping employees get into new and different jobs. People must go and get training on their own initiative; there is no College support or encouragement. In fact, some employees feel that there is informal discouragement because supervisors will not approve P.D. requests and staff therefore don't even bother applying to the P.D. Committee. A lot depends on the personalities and drive of the administration and support staff representatives on the P.D. Committee.

The granting of short-term leaves of absence for professional development is perceived as being arbitrary and subjective (linked to the needs of the College and supervisor, not the employee).

Although many employees have been given two-day courses on computer software packages, staff complain that they are not given the opportunity when they return to the College to practice their skills and learn more on-the-job. Some employees do not even have access to computers and thus quickly forget anything they have learnt.

Over half the support employees feel that the training they received upon entry into their jobs at the College was inadequate. A third of the employees are not at all satisfied with the training that is presently given in their service. One female employee comments that she would love to have the "possibility of learning other jobs within [my] service".

5.6. EVALUATION

Employees in all job categories express skepticism and concern with the manner in which evaluation has been handled at the College in recent years.

5.6.1. Cadre Perceptions

Although cadre feel that evaluation tools can be very useful if done properly, problems with the Vanier evaluation process are perceived.

One problem is that evaluations are presently filed in Personnel. Employees feel that evaluations will be used strictly for hiring and firing purposes. Supervisors are unsure whether evaluations will actually be kept confidential.

Another problem is that employees do not take evaluation seriously; it is not seen as encouraging development. To do so the College would have to integrate a professional development component into evaluation. There would have to be an effective follow-up. ("If there is no follow-up, how good is it?"). This would require a lot of time to be done properly. At the present time the College is not willing to support proper evaluations.

The evaluation process, as it is now, is one-way. It should be more interactive. A few cadres feel that they should be evaluated as well--not only by their superior but by their staff. The evaluation process should be reciprocal.

A number of cadres feel frustrated by the lack of import evaluations have, "it is an empty exercise". There is little consequence to the job possibilities of unionized staff. A supervisor can not recommend a salary increase or a change in job classification. The only reward is that associated with professional ethics and conscience. "So much depends on the attitude of the person interviewing and the people being interviewed".

One third of the cadres are not at all satisfied with the evaluation and "feedback" they presently receive in their jobs. "We need a proper evaluation, self-evaluation process".

5.6.2. Gerant Perceptions

The feeling amongst many of the gerants is that the way evaluations are now, it is better that they are not used. "It is just one more form to be filled in"--and the same thing is always filled in anyhow. "If the College could reward those people who do well, it would serve a purpose". However there is no chance for job mobility.

Another major weakness is that there is no follow-up. An evaluation process must be linked with professional development to strengthen weaknesses.

Commenting on evaluations for gerants, the female gerants agree that the present evaluation form is very degrading. "It makes it sound as if we have no responsibility, no initiative". One of the problems is that it depends on who does the evaluation. The questionnaire is completely subjective and the scale is not clearly defined. One woman comments, "The yardstick of what is O.K. keeps changing according to your supervisor, and our supervisors keep changing".

One female gerant asked her supervisor to sit down with her once a week to tell her what was happening and give her feedback. He said, "No. What's the point?"

It was noted that whereas gerant are evaluated, cadre are not.

5.6.3. Professional Perceptions

The professionals feel that evaluations in no way further personal or career development. It is not a question of merit. Evaluation only leads to bad morale. However there "should be some acknowledgement of work well done".

5.6.4. Faculty Perceptions

Few faculty expressed explicit views on evaluation on the questionnaire that was circulated.

5.6.5. Support Staff Perceptions

Support staff have expressed conflicting views on evaluation. It is noted that sympathetic supervisors can use the written evaluation forms to put down in writing the fact that you are doing a good job. Since many employees are at the top of their classification and there is nowhere to go, a pat on the back is better than nothing at all.

However evaluations are also used to penalize people. There is rarely any constructive feedback. The evaluation process should not be just once a year but on-going. If evaluation were linked to professional development, it would serve as a motivating force.

5.7. PROMOTION

The majority of College employees have commented on the lack of promotion possibilities within the College. It appears to be virtually impossible for women to be promoted to upper administrative positions.

5.7.1. Cadre Perceptions

Cadres seem to agree that the term "promotion" refers not only to an increase in salary but in responsibility as well. It means moving up the College hierarchy. For instance, if one used only the criteria of salary, then a professional position would be a promotion for a gerant. However the gerant position often has much more responsibility.

It is felt that there is not much incentive for people to work their way up within the College. One cadre notes that "promotion is by seniority, not achievement". However there is encouragement within individual services.

The majority of cadres claim to pass on information to people working in their service on job openings or replacement positions in the College, take an active interest in the career plans or possibilities of promotion of the people working in their service, and favour internal recruitment and promotion over external for job openings in their service. Not posting a short-term replacement position and giving it to someone within a service is seen as a backhanded way of giving a (temporary) promotion. It is good for morale.

One cadre has expressed the view that if evaluations were considered important in the College the system of promotions could be different. That is, one could "look at objective factors in black and white".

Another cadre feels that promotions should not be seen as a reward mechanism. The objectives of a service are of top importance.

The majority of cadres agree that it is much easier for a man to be promoted at Vanier for cadre positions than for a woman. However they feel there is no such discrimination for promotion to the other job categories.

5.7.2. Gerant Perceptions

The majority of gerants are not at all satisfied with the possibilities of promotion in the College. There is no performance appraisal system and no changes in job classification or employment categories. This is not at all helpful for worker productivity and morale. If anyone wants to move, they move out. Human resources are wasted.

Half the gerants find the information they receive from their supervisors on job openings or replacement positions inadequate. The majority are not satisfied with their supervisor's interest in their career plans or possibilities of promotion.

Gerants feel that internal candidates should have priority for job openings and promotions. The majority feel that their supervisors favour such a policy.

The majority of the gerants (and almost all the female gerants) feel that it is much easier for a man to be promoted at Vanier than for a woman. "Women should have access to the higher level jobs (cadre). As for a suggestion, at the moment, I think it is hopeless". One male gerant comments that, "You have to be male to get ahead here, but you have to be a certain kind of male".

The female gerants point out that the management at the top level appears to have the prerogative to pick the team he can best work with--and the team is male. "I think the 'College' needs a better understanding of the capabilities of the women who work here".

A female gerant notes that there is no encouragement within the College for women to apply to male domains.

A number of the gerants have commented that they lost a good deal of job security and some benefits by accepting a promotion to gerant. However they see their present position as a stepping-stone--a possibility of moving on and getting something better.

5.7.3. Professional Perceptions

For the professionals a promotion means becoming cadre. A gerant position does not mean an increase in salary, responsibility or status.

No professional is satisfied with the possibilities of promotion in the College. The professional women especially feel that "this is as high as a woman can aspire to". Nine out of ten professionals feel that it is much easier for a man to be promoted at Vanier than for a woman. However it is felt that "we do have qualified people in our system who could be nurtured to take on more".

Half of the professionals do not know if the supervisor of their service favours the promotion of his/her employees and the majority do not know if their supervisor favours internal recruitment and promotion over external.

Over half the professionals find their supervisor's interest in their career plans or possibilities of promotion inadequate.

5.7.4. Faculty Perceptions

Two out of three teachers with definite opinions feel that it is much easier for a man to be promoted at Vanier than for a woman. "I think it is strikingly obvious here at Vanier that our administrators are all male. That kind of situation does not strike me as healthy nor equitable. Its implication is that males seem to 'rule the roost'". However almost half of the faculty feel that they do not know if men are favoured for promotions over women or not.

5.7.5. Support Staff Perceptions

It is felt that the College does not encourage people to think of or apply for promotions. The majority of support employees find the information they receive from their supervisors on job openings or replacement positions inadequate. Half the support staff are not satisfied with their supervisor's interest in their career plans or possibilities of promotion.

It is felt that supervisors do not recognize their staff's capabilities. Half the men and three-quarters of the women are not at all satisfied with the possibilities of promotion in their service or the College. (However half the support staff do feel that the supervisor of their service favours the promotion of his/her employees).

Although there appears to be very little promotion for anyone at the College, female support staff have commented that some services have found ways to upgrade and promote men. Women "just don't get promotions". However the majority of employees don't know if it is much easier for a man to be promoted at Vanier than for a woman. Several people have added a note--"as all top positions are filled by men now, probably".

It is pointed out that the relatively large numbers of female support personnel taking credit courses in Cegep and university is a strong indication of women wanting to get promotions. But there is nowhere to go within the present classification scheme in the College. For instance, people do not apply for Administrative Technician's positions--they are re-classified into it. And the College will not create anymore positions in this classification. If people want to go somewhere they have to leave the employ of Vanier.

The system of interim promotions (replacement positions) is felt to be unfair in that favoured people are picked and receive training while qualified people are passed over. "There are a lot of very talented people who work here".

One female employee summarizes support staff perceptions by writing, "We do not have enough opportunities for promotion. When there is an opportunity the College frequently hires someone from the outside. This leaves us frustrated, bored to death in the same old jobs and takes away our enthusiastic approach. Many people simply give up trying their best. So ultimately the College is breeding this type of situation where people produce at a minimum level. Give us a chance!"

It is felt that there should be a training period in a new position. If you're applying for a new job and a promotion it's because you want to learn new skills. If you are not chosen for a promotion position you should be told why in order to improve skills and work on weaknesses.

5.8. WORKING CONDITIONS AND EMPLOYMENT BENEFITS

5.8.1. Cadre Perceptions

Cadres do not feel vulnerable in terms of lack of job security. The Director General, it is felt, finds it "inappropriate" to "turf" people out.

The majority of cadres are not at all satisfied with the length and type of parental leaves presently available for cadres and gerants.

Several cadres have commented that they would like to be eligible for leaves, such as the sabbatical leave plan and other unpaid leaves of absence.

One cadre feels that there should be a recognition of overtime by the College.

Another cadre has commented that the system of distributing merit pay that was in operation several years ago (which was according to the Director General's discretion) was inequitable. Men appear to have received more than women. The rationale for not giving one female gerant as much merit pay as some of her male colleagues was that she came from a two-income family. Another female gerant did not receive full merit pay because she had been on maternity leave for part of the year.

All of the cadres feel that the College is concerned with health and safety issues in the work-place. Although the majority of cadres feel that women are not less favoured in terms of work space and general working environment than men, some cadres have noted that they would like to reorganize their (female-dominated) service because of the noise and cramped space.

None of the cadres feel that women's jobs are more likely to be, or become, part-time than men's. Several cadres acknowledge that part-time employees and long-term casuals would like full-time regular work.

A couple of cadres have pointed out that it is difficult for their staff, male and female, to work evening shifts--especially if they have young children. However the majority of the cadres do not feel that work schedules should take parental responsibilities into consideration.

The majority of cadres (80%) do not know if the number of places allocated for children at the Vanier day care is adequate. The remaining 20% of cadres find the number of spaces insufficient.

The majority of cadres feel that the present sexual harassment policy is adequate.

5.8.2. Gerant Perceptions

The female gerants affirm that there has been and still is discrimination towards women at the College. The majority feel that women encounter obstacles that men don't in their jobs.

One-third of the women are not at all satisfied with the length and type of parental leaves presently available. "I would like the option to return part-time from maternity leave". Most of the female gerants feel that female administrators should not have to plead for extensions to maternity leaves and are appalled that such requests have been refused in the past. The female gerants feel that they shouldn't be expected to accept anything less than what employees under them get.

The female gerants feel that the College gives them no power or participation in decision-making (which they would like). They are just expected to do what they're told. The majority of the female gerants find the distribution and division of work tasks inadequate. Often the work they do is not recognized. One male gerant summarized his dissatisfaction with working conditions by saying that there should be "more respect for the employee in terms of human potential, being consulted, being allowed to do a job competently and objectively!".

Another male gerant admits that he does not make use of his P.D. funds. He feels that what he needs is a year's leave of absence, which he can not get as a gerant. Many other gerants, female and male, echo a desire to be eligible for leaves.

A number of people who were promoted to gerant positions express some apprehension that they have given up a lot of guarantees (such as job security) and benefits.

The majority of male gerants feel that women's jobs are not more likely to be, or become, part-time than men's. However the female gerants are divided--one-third say yes, one-third say no and one-third don't know. (It should be noted that the two part-time gerants are female).

The majority of gerants feel that work schedules should take parental responsibilities into consideration.

Although none of the male gerants express interest in sharing their job with another person in order to work part-time, two-thirds of the female gerants would like to consider this option.

The majority of gerants do not know if the number of places allocated for children at the Vanier day care is adequate.

However one female gerant feels that the day care should be made available to parents on a part-time basis. She feels there are not enough places allocated for children.

Two-thirds of the gerants feel that in the case of sexual harassment or sexist behaviour in their service their supervisor would take steps to correct the situation. The other third of the gerants do not know what their supervisor would do.

The majority of the gerants feel that the supervisor of their service is concerned with health and safety issues in the workplace.

Although none of the men feel that women are less favoured in terms of work space and general working environment, half of the female gerants feel that this is the case.

5.8.3. Professional Perceptions

Some of the professionals feel that the College intimidates female employees more readily than male. The men are more likely to stand up for themselves.

One female professional feels that the male administrators do not treat women with respect. She has found sexist undertones in their dealings with her. In one case she was told that her disagreement with a teacher was nothing but an "emotional shouting match between two women".

A female professional who took an extended maternity leave was not replaced. Some of the professionals feel that this is a threat to her job security.

Only 10% of the professionals find the number of places allocated for children at the Vanier day care inadequate. (Sixty percent say they don't know).

The majority of professionals feel that work schedules should take parental responsibilities into consideration. It is felt there should be a more flexible work schedule.

The majority of professionals (80%), female and male, have expressed an interest in the possibility of sharing their jobs with another person in order to work part-time "if job security could be maintained".

Seventy percent of the professionals feel that if they told the supervisor of their service of a case of sexual harassment or sexist behaviour he or she would take steps to correct the situation. (The other 30% do not know what their supervisor would do).

However over half of the professionals (and the majority of professional women) find that the present sexual harassment policy is inadequate. "It is a lot better than no policy at all, but there is still some room for improvement". "The problem is that students are afraid of accusing their male teachers". The female professionals note that many female employees are also reticent to bring complaints to the sexual harassment conciliators. There is a fear of repercussions and a knowledge that they will have to return to work in the same service afterwards.

Only 10% of professionals feel that the College is concerned with health and safety issues in the work-place. Professionals have many complaints about the quality of their work environment--air quality, cramped space, noise, lack of proper ventilation. The majority of females feel that women are less favoured in terms of work space and general working environment. "I truly believe the physical setup and demands are injurious to one's health".

5.8.4. Faculty Perceptions

Some female faculty feel that they encounter paternalism, especially in dealing with male administrators. "Women are not well treated by administrators, and they sometimes get a hard time from colleagues". Women feel they must talk louder to be heard and that they are not recognized in the same way men are. "One chief administrator ignores me in favour of the men at the table. He doesn't notice that he's doing it".

The majority of faculty who are working part-time wish to have full-time workloads. Non-permanent faculty overwhelmingly would like access to permanence.

The majority of the faculty agree that non-permanent teachers are excluded from certain job benefits.

The majority of teachers feel that work schedules should take parental responsibilities into consideration. One female teacher adds, "There should be provision for mothers whose children are periodically sick to be able to take time off".

Although the majority of teachers do not know if the number of places allocated for children at the Vanier day care is adequate, the vast majority of those with a definite opinion find that the spaces available are insufficient. Many faculty have commented that they have not used the Vanier day care facilities. "Waiting lists caused stress and frustration and many chose other places". "Because of 'stage' the Vanier day care was of no use to me. Does not open early enough". There is also a concern with making day care facilities on campus more available and accessible to students.

Although the majority of male teachers feel that the present sexual harassment policy is adequate, over half of the female faculty don't know if it is or not. One of the teachers who has been a sexual harassment conciliator feels that there is a need to lessen skepticism about the effectiveness of the present sexual harassment policy. A number of teachers feel that there is a need for an advocate to act on behalf of the complainant--someone who isn't a sexual harassment conciliator.

An overwhelming majority of faculty feel that the College is not concerned with health and safety issues in the work-place.

5.8.5. Support Staff Perceptions

Morale amongst support employees is very low. For example, the technicians feel that their job satisfaction "has been reduced to practically zero". They are shuffled from one area to another and forced to operate in departments where they have minimal qualifications. When they are in their own area they find they have no time to do anything except the most menial tasks. Many of the other support employees have talked of increased workload over the past few years as well.

Many of the female support staff have commented that male administrators and faculty treat them in paternalistic and degrading manners. "Staff is treated as furniture and not human beings". The work they do is not valued, recognized or appreciated.

Although support staff are eligible for the sabbatical leave plan, none have enrolled. It is felt that this is because support employee salaries are so low that it is impossible to take advantage of such leaves.

The majority of support staff feel that work schedules should take parental responsibilities into consideration. "For some employees, especially parents, job sharing might be a viable alternative to leaves of absence". "I know many women who would find job-sharing appealing".

A male employee expressed the view that women tend to be more absent than men and take more sick days. (An analysis of sick day statistics has shown that this is not the case). He feels that men are more likely to save up sick days for cash.

One female technician has commented that it is difficult to be sick since there is no one to replace her. If she took a sick day labs would have to be cancelled and the entire lab schedule thrown out of kilter.

Although the majority of support employees do not know if the number of places allocated for children at the Vanier day care is adequate, the majority of those with a definite opinion feel that the number of places is insufficient. "Furthermore, the institution should provide child-care facilities that allow parents to participate in meetings after regular working hours".

Two-thirds of the support staff feel that if they told the supervisor of their service of a case of sexual harassment or sexist behaviour he or she would take steps to correct the situation.

Although the majority of employees feel that the supervisor of their service is concerned with health and safety issues in the workplace, support staff are not satisfied with their working environment. There are many complaints of air quality, lighting, dust and noise.

Only half the employees with a definite opinion feel that women are less favoured than men in terms of work space and general working environment. However it is acknowledged that there is not enough space in some services (for instance, the Registrar's Office--which is female-dominated) for so many people.

A number of women also wrote comments: "My office has no windows and is like a closet so I would really appreciate a better office..."; "Need a working area with less noise and distractions"; "Small crammed office--would like parabolic screens for neons, opening in wall to let natural light penetrate secretary's office, removal of extra bookcases".

Almost half of the support employees are unsure whether women's jobs are more likely to be, or become, part-time than men's. However, of those with a definite opinion, the majority feel that this is the case.

The majority of part-time and casual workers would prefer to have regular, full-time work at the College. (Many have stressed that they need the income!). They feel that without job security they are at the whim of the College. "You must do anything and everything they ask you". "Casuals also pay union dues, and except for salary, receive little in benefits and no security".

It was noted that the union executive is male-dominated, even though the majority of support employees are female.

Support employees feel that decisions about their work lives are made without any real consultation. "Workers of all employment categories should have the right to participate in meetings during regular working hours".

5.9. PERSONNEL PLANNING: JOB LOSS, ATTRITION AND RETIREMENTS

The stability of College personnel has been mentioned by employees of all job categories. Few people leave the College's employ and thus few job openings are seen in the foreseeable future. (However, a minority of faculty disagree with this view). This also means that there are few possibilities for internal job mobility for many employees.

5.9.1. Cadre Perceptions

A number of cadres have expressed the view that they would consider seeking jobs elsewhere but there is a lack of permanent positions to move on to at their administrative level. Another factor is that many of the cadres have their pensions tied in to the system and thus are reluctant to leave for this reason.

5.9.2. Gerant Perceptions

Although the gerants feel that they have no formal guarantees of job security ("nothing prevents the College from releasing you"), they acknowledge that very few employees have been laid off or let go at Vanier compared to other institutions. The upper administration has a paternalistic and protective attitude towards College employees. However with the projected cutback in student numbers female gerants perceive that gerant positions would more likely be cut back than cadre jobs.

5.9.3. Professional Perceptions

Some of the professionals feel that there will be a couple of retirements in their job category in the near future. They question whether the College will replace these professionals or just increase other employees' workloads.

5.9.4. Faculty Perceptions

Teachers note that in a time of increasing retraction there is a lot of anxiety at the lower end of the seniority scale every spring. This is very stressful.

An increasing number of people are choosing to leave Vanier as well. People get tired and take leaves, many seeking career changes. A few people are talking about retirement. As people get older they also tend to fall sick. Some faculty believe that this means that there will be an increase in outside hiring in the future, despite the projected cutbacks in student enrolment.

5.9.5. Support Staff Perceptions

Some of the female support staff acknowledge that there is a protective management philosophy at the College: "Once you're on the team, they never cut".

However there is a fairly high turnover rate amongst staff. This is due to employee dissatisfaction ("people stuck in dead-end jobs and treated with no respect and poor working conditions"), resignations, an increase in women taking pregnancy leaves, some unpaid professional development leaves, and a few retirements.

5.10. OTHER COMMENTS

The majority of College employees have commented that the top administration is obviously male-dominated and systemic (if not blatant) discrimination appears to be evident. Women have the impression that the cadre level, and especially Policy Committee, is a closed circle to which women have little or no access.

5.10.1. Cadre Perceptions

The cadre are divided as to whether women encounter obstacles that men don't in their jobs. Four cadre respond affirmatively, three negatively, and two don't know.

5.10.2. Gerant Perceptions

Although male gerants are divided as to whether women encounter obstacles that men don't in their jobs, five out of six female gerants feel that this is the case.

5.10.3. Professional Perceptions

Over 80% of the professionals feel that women encounter obstacles that men don't in their jobs. One female says, "I find the obstacles to be in the conflict between obligations to the job and obligations to one's family".

5.10.4. Faculty Perceptions

The majority of teachers agree that women encounter obstacles that men don't in their jobs. "Women teachers experience the usual subtle discrimination all women experience--from the administration, other (male) teachers and from students". "I do not think the structures of our institutions have undergone enough reforms to admit women into certain jobs". "However discrimination is very low here--mainly a part of social discrimination rather than job discrimination".

A number of female teachers have expressed concern that we apply Affirmative Action to female students as well as employees.

Some faculty have commented on the scheduling of classes--late afternoon and evening classes are impossible for mature students with family responsibilities. (It should be noted that the number of mature students in the College is increasing. For instance, 52% of the ECE students fall into this category).

Another female teacher in a male-dominated technology, comments on the importance of female role models, adding that she feels "the presence of girls humanizes our classes".

5.10.5. Support Staff Perceptions

The majority of support staff agree that women encounter obstacles that men don't in their jobs. "Women have to be much better to succeed than any average male worker". A number of employees have commented that the College feels it can push women around more easily than men.

Many support employees feel that the administration makes "sweet deals" with favoured employees. They don't work with employees as a unit.

5.11. RECOMMENDED SOLUTIONS

Although the majority of all College employees feel that an Affirmative Action Program would be useful for female employees, many express a certain degree of skepticism that any real change will take place within the Vanier institution.

In general, employees do feel that the representation and situation of female employees should be improved. However this should not be accomplished by reverse discrimination or hiring unqualified people.

Some male employees feel that there is no discrimination or problem for women in employment. All women have to do is, "Ask for the job".

5.11.1. Cadre Perceptions

Despite reluctance on the part of some cadre to consider implementing an Affirmative Action Program ("it is not necessary or justifiable"), two-thirds of the cadres feel that such a Program would be useful for female employees.

"I believe in hiring the most qualified person where the collective agreements provide flexibility--otherwise there is reverse discrimination. Where two candidates are more or less equal, maybe women should get priority until a better balance is achieved".

"My preference would be simply to set quotas which must be met if there were qualified candidates. However, I suppose we should be more patient and continue the work presently being done through information, lobbying, etc."

"Women should be given 'equal opportunity' to fill those jobs traditionally held by men.

"Encourage more women to apply for jobs".

"Have a review committee to study the selection process in each hiring prior to confirming a new appointment".

Women present on all selection committees is "acceptable as a guideline for hiring committees but not always practical".

5.11.2. Gerant Perceptions

The gerants are unanimous in feeling that an Affirmative Action Program would be useful to female employees. Says one male, "Definitely! It's the only way to effect change". A female gerant adds a word of caution, "Only if it had teeth and could carry out recommendations". And with a note of skepticism, another male says, "Nothing short of force will change our administrative policies".

"Since it will take years for the bias against women vs men in positions of responsibility to diminish in society: concrete laws must be developed. Just as specifically as a certain degree of education is demanded or fluency in a language, there should be a quota of men/women hired per position".

"Women should get involved in decision making of policies and procedures".

Female gerants feel that there should be job postings for all vacant positions, but all postings should be real and not just a formality.

"There should be equal opportunity for mobility. Also access to non-traditional work".

The female gerants feel that certain types of job training should be undertaken by the College and not have to come out of P.D. funds. The College should also reinstate a "human resource development area" for employees.

5.11.3. Professional Perceptions

Five out of seven professional employees think an Affirmative Action Program would be useful for female employees. One employee adds a proviso: "Only if it has the approval and support of the Policy Committee and the D.G.". Another comments, "I am not so much in favour of this kind of program as I am of simply establishing fair and open procedures to allow all interested and qualified personnel to apply for cadre jobs".

This latter sentiment is echoed by a number of people. "Open the top jobs in the College to women". "Hire qualified internals for administrative functions. They shouldn't just be appointed!" "Cadre positions should be posted. There should be hiring committees established for all of these positions".

5.11.4. Faculty Perceptions

A number of faculty point out that it is essential changes take place at Vanier--the models we provide to our students are important. However there is skepticism on two levels. "At this point there is very little access to any jobs--the best way to increase access (for women) would be to improve the overall job situation". As well, "Nothing will change unless our administration (and their attitudes) change".

Some people are concerned that we should not correct one injustice by another (that is, reverse discrimination). These employees feel, for instance, that there shouldn't be an increase in the number of women in teaching disciplines where they're absent or under-represented "unless the same applies to men". "However I hope that given fair hiring criteria and job descriptions, the most qualified person will be hired".

Some faculty do not feel women should be granted any special treatment in the work environment. Maternity and parenthood is a personal choice and women who decide to have children should assume this responsibility. One program coordinator insists, "It's not our business to redress historic imbalances".

A number of faculty feel that women do not experience any discrimination in terms of hiring or promotion. "Just apply for the jobs". "Compete, competently". "Get the appropriate education and the doors will open".

However many other faculty feel that there are a number of ways to help female employees improve their work situation and gain access to more jobs at the College. One place to start is to "have a clear policy on Affirmative Action and commitment by top management and communication of it to relevant personnel to carry it out".

"The only solution to long-term structural problems like this is consciousness-raising". "Far more public awareness needed via consciousness-raising sessions for all levels of the College (including administration)". "Have training programs (workshops) for managers and supervisory staff to sensitize them to the problems of stereotyping and prejudice".

"Job openings should be better publicized". "Affirmative action in hiring--it's the only way I can see. But it wouldn't take much--just get the women on the hiring committees!" "Actively recruit, hire and train women--upgrade skills".

"Administration should include more women". "Encourage more women to apply. I believe that fewer women aspire to and seek out administrative positions".

"Encourage more women to further their academic studies and career training". "Priority to women for use of P.D. funds to improve their scholarity or to spend at conferences to improve their work and experiential backgrounds". "Paid leaves for professional development--MA, PhD, etc."

5.11.5. Support Staff Perceptions

Although a number of support staff are skeptical that the administration will agree to implement any changes, all are hopeful that changes will nonetheless occur--especially in terms of the attention given to the needs of female employees and a larger participation by all employees in decision-making.

"There should be more flexibility and better communications between cadre and secretaries, improve team spirit". "Communication between employees and supervisors should be improved".

"I feel that when approaching the issue of women in the workplace (that is, at Vanier) you have to deal with the hiring practices which both sexes are faced with FIRST!!!"

"We need more women in upper managerial positions to help break the stereotypical placing of employees--women as secretaries, men in service department". "Educate upper management of women's ability to succeed in management".

"Women need re-training in non-conventional work areas. Seminars to promote job awareness and insight into qualifications and experience". "We need encouragement from our supervisors". "Have training programs pertinent to our fields". "Training workshops and improvement skills workshops should be offered". "Establish on-the-job training to those employees who wish to make a career change within the College".

"The College should support the education of women who apply for jobs but might need extra training or academic background to suit the hiring criteria".

"Set up a suitable 'watch-dog' committee".

"Continue educating people about affirmative action".

CHAPTER VI

RECOMMENDATIONS FOR AN AFFIRMATIVE ACTION PROGRAM

6. RECOMMENDATIONS

> Sometimes equality means treating people the same, despite their differences, and sometimes it means treating them as equals by accomodating their differences.
>
> Formerly, we thought that equality only meant sameness and that treating persons as equals meant treating everyone the same. We now know that to treat everyone the same may be to offend the notion of equality. Ignoring differences may mean ignoring legitimate needs.
>
> -Judge Rosalie Abella, Report of Commission on Equality in Employment

6.1. INTRODUCTION

Undertaking an Affirmative Action or Employment Equity Program necessitates a commitment from the entire Vanier community. If the College wishes to present its students and the wider general community with models that do not reproduce historical discrimination, we must remedy the under-representation of women at all levels of the College. We must give women the opportunity to enter all jobs, especially those in non-traditional sectors. This will necessitate rethinking existing administrative, syndical and departmental practices.

The Diagnostic Report has demonstrated that despite societal awareness of job discrimination against women, women at Vanier have remained in traditional career areas and have lagged behind men in terms of salaries, job security, and career advancement. The under-representation of women in certain job categories and classifications is connected to different factors that must be corrected one by one.

In its Entente with the College the Quebec government outlines the steps to be taken to correct the present situation at Vanier:

1) **employment policies and practices** of the College should be reviewed, and corrected if necessary, in order to eliminate discriminatory elements and to uphold the principle of equality between women and men;

2) the College should eliminate the obstacles preventing an increased representation of women in each job category and classification by instituting permanent **equal opportunity measures** that would assure that all people are treated equally;

3) the College should institute temporary preferential corrective measures to more rapidly attain an equal representation of the sexes in all employment categories and to eliminate the effects of systemic discrimination on women;

4) the College should adopt supportive measures that will alleviate certain employment problems working women encounter.

An Affirmative Action Program seeks to eliminate the possibilities of future discrimination and correct the effects of past discrimination. The equal opportunity measures assure that women find themselves at the same "starting gate" as men.

The corrective measures are seen as remedying situations identified as problematic in the Diagnostic Analysis. Such measures are temporary. Once the representation of women in various job categories in the College becomes equal to their availability, these measures would cease and the Affirmative Action Program itself would end.

The support measures, like the equal employment opportunity measures, are seen as permanent changes. Although such measures seek to help women in their jobs they would also apply to, and benefit, men.

The recommendations listed below are presented as suggestions to be considered for adoption in the Plan of Action. They are subject to discussion, revisions and additions uring the period of consultation.

6.2. SUGGESTED RECOMMENDATIONS

College Policies

1. Given that many of the College policies concerning employment are outdated and have not been revised for several years, it is recommended that they be revised to conform with local and provincial ententes.

2. College-wide policies on recruitment procedures, selection processes, replacement positions, priority for Conted teaching positions, and the use of MEDs should be established.

3. A College policy on language use should be established that ensures non-sexist linguistic forms in all College documents, publications, memorandums, and so on.

Information Sessions on Employment Equity

1. Workshops on recruitment and hiring procedures and practices, and in particular their impact on affirmative action and employment equity, should be conducted annually by the College in

conjunction with the unions. These would be for all selection committees, departmental coordinators and supervisors of College services.

2. Each year selection committees and supervisors of College services should receive a copy of the Quebec Human Rights Commission's Guidelines for Employment Application Forms and Employment Interviews to inform them of questions forbidden by the Charter of Human Rights and Freedoms.

Recruitment

The number of female candidates applying for jobs should be increased.

1. In those job categories and classifications where the types of recruitment used have been shown to be insufficient in attracting available female candidates (that is, they are absent or poorly represented in Personnel files), recruitment methods should be reviewed, expanded and diversified.

2. Qualifications listed for the vacant position should be screened to determine if they are necessary and do not have a negative impact on women.

3. Female candidates who hold the qualifications needed to fill vacant positions should be directly solicited to apply for jobs.

4. All job postings and advertisements should clearly state that Vanier College is an Equal Opportunity employer, has instituted an Affirmative Action Program, and that women are encouraged to apply.

5. All job titles should be revised to render them sex neutral.

6. Job descriptions should be revised annually by the supervisor in charge of the service as well as before a vacant position is posted.

7. Job postings and advertisements should use job descriptions which focus on the competencies and skills required to perform the job, as well as traditional educational experience and training, in order to encourage candidates whose backgrounds may be somewhat non-traditional.

8. An active file of prospective candidates should be kept by both Personnel and individual departments and services.

9. Applications received by Personnel should be kept for a period of one year.

10. All applications received by Personnel should be forwarded to departments after one year to be used for banks of substitution and short-term replacement candidates.

11. Each semester new applications received by Personnel should be reviewed by selection committees.

Job Postings

1. All vacant positions, including those for cadre and gerant, should be posted internally.

2. All job openings, including replacement positions, should be advertised internally through Intercom.

3. Job openings for teaching positions should be sent to Montreal-area universities and colleges.

4. Job postings for teaching positions should not use the ambiguous phrase "master's degree or equivalent" as a catch-all for all disciplines. Specific qualifications for each discipline should be listed separately.

5. All job postings should include a description of what is meant by "equivalent" qualifications.

Hiring Criteria

1. Written selection criteria (that go beyond minimal educational requirements) should exist for all positions within the College. These should be established before any candidate is considered for a vacant position and should be job-related. Relative weight given to an area of specialization, letters of recommendation and other factors should be established in advance. In the case of teaching disciplines, such criteria should be discussed and decided at a departmental level.

2. Candidates should be encouraged to take advantage of equivalencies for scholarity and experience. The possibilities of such equivalencies and the mechanisms used to establish them should be publicized.

Selection Process

Measures should be taken to ensure that the best qualified candidate is not eliminated for reasons linked to an inadequate hiring process.

1. Selection committees should exist for all vacant positions, including cadre, gerant and support staff.

2. The College should ensure that there is a representation of both sexes on all selection committees.

3. Selection committees should not automatically discard applications of candidates who do not have the requisite scholarity and work experience. Committees should consider what other qualifications candidates might have that would constitute an "equivalent".

4. A consistent interview pattern should be followed for each candidate, asking the same general questions (using a written interview grill), requiring the same standards, and providing the same opportunities for candidates to meet with the selection committee and demonstrate their skills.

5. Applications of friends and family of people who are interested in working at Vanier should be accepted. However, in considering any applicants for positions, offers of employment and promotions should be based on qualifications and performance. A supervisor-employee relationship should not prevail at the time of employment or thereafter, nor should one member of a family relationship assume for the other the role of advocate or judge with respect to conditions of employment, salary, or promotion. It should be clear that the reasons underlying such a restriction on employment, defined as applying to members of the same family, should apply with equal validity to those whose living arrangements approximate family relationships.

6. A parity committee should be set up to watch over the selection process for all hirings. Its mandate would include ensuring that qualified female candidates are not excluded from the selection process, especially in those areas where there is an underrepresentation of women. It would also be responsible for naming a female observer to all selection committees.

Numerical Objectives

The under-utilization and under-representation of women in a large number of job classifications exists at Vanier. Given that temporarily according women preference in hiring is an essential condition to correct the effects of past discrimination, the following recommendations should be considered.

1. Numerical objectives, based on the number of qualified people available in the recruitment labour pool (see the availability analysis, Section 3), should be established for each job classification or teaching discipline where women are under-represented. Given the problems in methodology and the necessity for the College to serve as a role model, these numerical objectives should be set higher (by an additional 10%) than the statistics produced by the availability analysis.

2. When there is a job opening in those job classifications or teaching disciplines where women are under-represented, qualified women should be given priority for those positions.

3. An availability analysis should be conducted every year in order to make re-adjustments to the established numerical objectives.

4. Once a representation of 50% women in any job classification or teaching discipline is attained, all numerical objectives and hiring priorities for women need not be adhered to.

Replacement Positions

1. All replacement positions should be posted and a formal selection process should take place to fill the position.

2. Replacement and interim positions should be given to internal female candidates in order to help them acquire the skills necessary for promotion to higher positions.

3. Personnel should keep a bank of casual and replacement people on a formalized recall list.

Continuing Education Positions

Given the under-representation of female faculty in Conted

1. The College should adopt a policy of "one person, one job" with an obligatory job declaration.

2. Hiring priority for Conted positions should be:
    - women with job insecurity;
    - men with job insecurity;
    - external female candidates;
    - external male candidates.

Sub-Contracts

1. Companies with which the College tenders sub-contracts (for cafeteria, cleaning and security work) should be made aware of the College's Affirmative Action Program and encouraged to increase the representation of women in traditionally male-dominated work.

Promotion

Internal promotion is a mechanism that offers an excellent opportunity to improve the representation of women in certain job categories. Even though women represent a majority of the College's labour force, they're concentrated in a relatively small number of jobs.

1. A better balance and more rational use of the human resources of the institution can be achieved by favouring the promotion of qualified women and seeing to their training.

2. Personnel files should be updated to contain details of the actual scholarity and experience of all employees. This will enable the development of a data bank of internal candidates who are qualified to be promoted into certain positions.

Professional Development

An Affirmative Action Program should not diminish the qualifications required for a position but should assist women to acquire the competencies and have them recognized. Measures should be adopted to support women in the identification, development and utilization of their potential.

The measures that are listed below will permit interested women employees to more easily occupy and gain quicker access to those job classifications where their representation is weak.

1. Professional development policies should be revised reserving a certain proportion of funds for those women with less scholarity.

2. Female employees should be encouraged to take courses, attend workshops and obtain training in areas other than their present job positions (especially in non-traditional areas) to enable them to acquire the skills needed for promotions.

3. Bursaries should be established and offered to female support staff and gerants who desire to continue their studies at the university level. They would then be eligible for promotions.

4. Supervisors should conduct constructive "feedback" interviews with unsuccessful candidates for positions. This would serve to point out areas of weakness employees should work on in order to be considered for future promotions and job changes.

5. On-the-job training should be considered in those jobs and services where women are not well-represented in numbers.

6. Supervisors should be given counselling and technical training to properly identify the employment potential of their staff.

7. Career counselling and assertiveness training should be made available on request to women within the College.

Working Conditions

1. The College should increase the opportunities for voluntary part-time employment (that is, job-sharing), especially to accomodate those persons who must combine elmployment with child-

rearing responsibilities. Benefits should be given on a prorated basis.

2. Whenever possible, employees should be given the opportunity to work flexible hours to take account of family responsibilities.

3. Workload and choice of shift should be allocated equitably by academic departments (not by seniority). Parental responsibilities should be taken into consideration.

4. There should be an increase of female security guards for both the daytime and evening to patrol the washrooms, hallways and parking lots.

5. A study should be undertaken to determine if the day care is adequately responding to the needs of College employees and students.

Statistics

1. Complete data should be kept by Personnel and individual departments and services for each position filled by the College, both internally and externally. These records should include the number of male and female applicants, the number of men and women interviewed, and who was hired. More complete statistics on professional development are also needed. This will enable a more complete analysis of the College's employment system in the future. It will also permit an on-going evaluation of the Affirmative Action Program.

2. A computerized program should be developed that would permit the collection and analysis of the above statistics.

3. The PIMS program should be modified or changed in order to analyze data on all College employees, including those on casual, service and replacement contracts.

Implementation of the Affirmative Action Program

1. The three unions and association of cadre and gerants should be consulted at all stages of implementation of the Program.

2. A senior administrator within the College should be given the mandate and responsibility for overseeing the implementation of the Program.

3. The College should provide the necessary financial and human resources to ensure the implementation and follow-up of the Program.

4. Administrators and supervisors should include affirmative action objectives in their annual planning.

5. A brochure, addressed to all College employees, should be published explaining the Affirmative Action Program and the Vanier College Policy.

Affirmative Action for Students

The Quebec Charter of Human Rights guarantees equal access to educational opportunities for female students. In this light, and given that women compose the majority of the student body:

1. The College should establish and support an Affirmative Action Project for female students.

2. Student Development, Admissions and Academic Advising personnel should be alerted to the need to recruit students to enter traditionally male-dominated programs.

3. Publicity for all College programs should be scrutinized for sexist messages. Special encouragement for women to apply to programs, especially those traditionally considered male-dominated, should be included.

4. The College should encourage male-dominated disciplines to recruit and support female students.

5. An Affirmative Action Officer should be included in the high school visiting teams.

6. Printed information detailing how the College addresses women's concerns should be available in all high schools and in admissions packages to students.

7. Female students should be given priority to enter those programs where they are not traditionally represented.

8. The College should establish a policy that non-sexist textbooks and teaching materials be employed in the classroom.

9. The proposed Performa Program of in-service courses should have as one of its priorities the provision of workshops in avoiding sexism in the classroom.

10. Workshops on feminist pedagogy, which is specially designed to meet the learning needs of women students, should be provided for all faculty.

11. Pedagogical Days should always reflect the needs of female students under whatever thematic structure the program is organized.

12. The Vanier Women's Studies Program, which is dedicated to serving the needs of all women students, should be seen as an integral part of the College curriculum. Adequate budget, release time and course allocation should be provided so that the Program can continue to meet student and community needs.

13. Women's Studies Diplomas should be presented at graduation to highlight the academic significance of this field of study.

14. The needs of female clientele in Continuing Education should be assessed (type of program and courses, scheduling, child care) and supported. The College should continue to support those programs geared to the adult learner that are already established.

15. Counsellors and advisors should be careful not to give implicit or explicit sexist directives of a personal or career nature. Special training for professionals should be provided if necessary.

16. The sexual harassment policy must continue to be widely distributed. Sexual harassment conciliators and advocates should be easily accessible to all students.

17. Special workshops for female students on such topics as self-assertion, women in non-traditional fields, and dealing with male violence should be offered.

18. The Student Employment Centre should encourage female students to apply for non-traditional jobs.

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